



VIRGINIA BEACH CITY PUBLIC SCHOOLS CHARTING THE COURSE

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School Board Regular Meeting Proposed Agenda **Tuesday, October 24, 2023**

School Administration Building #6, Municipal Center
2512 George Mason Drive
P.O. Box 6038
Virginia Beach, VA 23456
(757) 263-1000

Public seating will be made available on a first-come, first-served basis. Members of the public will also be able to observe the School Board Meeting through livestreaming on schoolboard.vbschools.com/meetings/live, broadcast on VBT Channel 47, and on Zoom through the link below.

Attendee link: https://us02web.zoom.us/webinar/register/WN_-UFkBa9fRG-sh78ac6yaWw Call-in (301) 715-8592 824 0041 7148

The School Board's expectations regarding decorum, order and public comments can be found in School Board Bylaws [1-47](#) and [1-48](#). Public comment is always welcome by the School Board through their group e-mail account at SchoolBoard@VBCPSboard.com or by request to the Clerk of the School Board at (757) 263-1016. Requests for accommodations should be discussed with the Clerk of the Board by 9:00 a.m. on October 23, 2023.

- 1. Administrative, Informal, and Workshop (School Administration Building #6 – School Board Room).....3:30 p.m.**
 - A. School Board Administrative Matters and Reports
 - B. Digital Literacy Update
 - C. All In VA Plan
 - D. Strategic Planning Process
- 2. Closed Session (as needed)**
- 3. School Board Recess5:30 p.m.**
- 4. Formal Meeting (School Administration Building #6 – School Board Room)6:00 p.m.**
- 5. Call to Order and Roll Call**
- 6. Moment of Silence followed by the Pledge of Allegiance**
- 7. Student, Employee and Public Awards and Recognition**
- 8. Adoption of the Agenda**
- 9. Superintendent's Report (second monthly meeting) and recognitions (first and second monthly meetings)**
- 10. Approval of Meeting Minutes**
 - A. September 26, 2023, Regular School Board Meeting **Added 10/23/2023**
 - B. October 10, 2023, Regular School Board Meeting **Added 10/23/2023**
- 11. Public Comments (until 8:00 p.m.)**

The School Board will hear public comments at the October 24, 2023, School Board Meeting. Citizens may sign up to speak by completing the [online form here](#) or contacting the School Board Clerk at 263-1016 and shall be allocated three (3) minutes each. Sign up for public speakers will close at noon on October 24, 2023. Speakers will be provided with further information concerning how they will be called to speak. In person speakers should be in the parking lot of the School Administration Building #6, 2512 George Mason Drive, Virginia Beach, Virginia 23456 by 5:45 p.m. October 24, 2023. Speakers signed up to address the School Board through Zoom or by telephone should be signed into the School Board Meeting by 5:45 p.m. All public comments shall meet School Board Bylaws, [1-47](#) and [1-48](#) requirements for Public Comment and Decorum and Order.



12. Information

- A. Interim Financial Statements – September 2023
- B. Policy Review Committee (PRC) Recommendations:
 - 1. Bylaw 1-14/Compensation and Expenses
 - 2. Bylaw 1-47/Public Comments at School Board Meetings
 - 3. Policy 4-62/Evaluation: Licensed Personnel
 - 4. Policy 5-6/Student/Parent/Guardian Appeals
 - 5. Policy 5-11/Age of Compulsory Attendance/Exemptions
 - 6. Policy 5-12/Legal Withdrawal
 - 7. Policy 5-13/Home Instruction
 - 8. Policy 5-17/Absences/Truancy/ Parental Notification
 - 9. Policy 5-21/Student Suspensions and Expulsions
 - 10. Policy 5-36/Conduct Invoking Punitive Action
 - 11. Policy 7-3/Access to Records
- C. State Accreditation and Federal Accountability, The Status of Our Schools
- D. Canvas: Year-One Implementation Evaluation
- E. Resolution Regarding Additional Funding for FY 2023/24

13. Return to public comments if needed

14. Consent Agenda

- A. Resolutions:
 - 1. National Military Family Appreciation Month
 - 2. National Native American Heritage Month
 - 3. American Education Week
 - 4. National School Psychology Week
- B. Religious Exemption(s)
- C. Recommendation of a General Contractor: Rosemont Forest Elementary School HVAC Replacement
- D. 2022-2023 Annual Field Trip Report

15. Action

- A. Personnel Report / Administrative Appointments Updated 10/26/2023
- B. Budget Resolution Regarding FY22/23 Reversion and Revenue Sharing Formula Reconciliation Updated 10/20/2023
- C. Resolution Regarding Additional Funding for FY 2023/24

16. Committee, Organization or Board Reports

17. Return to Administrative, Informal, Workshop or Closed Session matters

18. Adjournment



Subject: Digital Literacy Update: AI and Digital Citizenship **Item Number:** 1B

Section: Administrative, Informal, and Workshop **Date:** October 24, 2023

Senior Staff: Danielle E. Colucci, Chief Academic Officer, Department of Teaching and Learning

Prepared by: Sharon L. Shewbridge, Ph.D., Director, Instructional Technology

Presenter(s): Sharon L. Shewbridge, Ph.D., Director, Instructional Technology

Recommendations:

That the School Board receive an update related to Digital Literacy focus areas of Artificial Intelligence and Digital Citizenship.

Background Summary:

The Department of Teaching and Learning will provide an update to the use of AI in the division, and the curation and implementation of digital citizenship lessons for all staff and students.

Source:

N/A

Budget Impact:

N/A



Digital Literacy Update

School Board Workshop

October 24, 2023

Department of Teaching and Learning

Digital Literacy

Virginia Beach City Public Schools
2023 - 2024 SY Overview

Digital literacy means having the skills to effectively use technology, and the knowledge and skills to do so safely and responsibly.

Digital Literacy Focus Areas

Computer
Science

Artificial
Intelligence

Digital
Citizenship

Information
Literacy

Artificial Intelligence (AI)

- Leadership Conference presentation
- ITS Summer Institute
- DTAL Summer Conference sessions
- AI Impact Team
- Exploration of new AI Tools

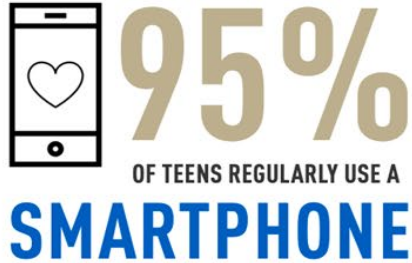


Digital Citizenship

Seeing possibilities instead of problems
and opportunities instead of risks

New Daily Reality for Students

Social media is more than how students are social. It's embedded in their **entire world**.



Pew Research Center



Pew Research Center



Common Sense Media

The Problem is Everywhere

Covid accelerated growing and dangerous trends impacting students.



96%

OF TEENAGERS

FEEL THAT ANXIETY &
DEPRESSION
IS A PROBLEM
AMONG THEIR GENERATION

Pew Research Center



56%

OF PARENTS

WORRY THEIR CHILD IS
ADDICTED
TO TECHNOLOGY

Common Sense Media



90%

OF TEACHERS

SAY BURNOUT IS A
SERIOUS
PROBLEM

National Education Association

What is digital citizenship?

Digital Learning Integration Standards of Learning:

Digital Citizen Strand

Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act in ways that are safe, legal, and ethical.

Standards:

Cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.

Engage in positive, safe, legal, and ethical behavior when using technology, including social interactions online or when using networked devices.

Demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.

Manage their personal data to maintain digital privacy and security and are aware of data collection technology used to track their activity online.

VBCPS Alignment



COMPASS TO 2025 STRATEGIC FRAMEWORK STUDENT-CENTERED FOR STUDENT SUCCESS



VBCPS Graduate Profile



GOAL 1 EDUCATIONAL EXCELLENCE

Challenge and support all students to excel academically by demonstrating the foundational literacies, core knowledge, and transferable life skills outlined in the VBCPS Graduate Profile.

EQUITY EMPHASIS

Identify and address inequities in achievement outcomes by investigating and implementing best practices and seeking innovative solutions.

STRATEGIES

1. Pursue opportunities to expand early childhood education offerings.
2. Implement evidence-based literacy instruction and interventions in all elementary classrooms.
3. Further integrate reading and writing across the curriculum

GOAL 2 STUDENT WELL-BEING

Create an inclusive learning environment that supports the physical and mental health of all students and strengthens the social-emotional skills they need to become balanced, resilient learners who are personally and socially responsible.

EQUITY EMPHASIS

Engage in culturally responsive practices divisionwide. Identify and address inequities in discipline practices by investigating and implementing best practices and seeking innovative solutions.

STRATEGIES

1. Provide a safe, welcoming, and inclusive learning environment that is conducive to student learning.
2. More deeply integrate social-emotional learning (SEL) into the PreK-12 curriculum.
3. Engage in culturally responsive practices at the classroom,

GOAL 3 STUDENT OWNERSHIP OF LEARNING

Engage all students in rigorous, authentic, and student-centered learning to help them identify their passions, take ownership of their learning, and create a plan for pursuing their postsecondary goals.

EQUITY EMPHASIS

Identify and address inequities in learning opportunities for students by investigating and implementing best practices and seeking innovative solutions.

STRATEGIES

1. Further promote and expand equitable access to services and programs that support students' future aspirations. * +
2. Increase awareness around entry points and support for students interested in enrolling in advanced coursework and programs. * +

6. Develop students' digital wellness by helping students learn to make responsible decisions in their use of technology.

to diverse student needs with an emphasis on Black males, economically disadvantaged, English learners (ELs), and students with disabilities (SWD). * +

8. Ensure there are explicit connections within the curriculum to the 5Cs and the attributes in the division's Graduate Profile and use the curriculum in all areas of study to support students' acquisition of these skills and attributes.
9. Maintain a balanced assessment system with an emphasis on standards-based, performance-based and student-led assessments to meet internal and external accountability requirements.
10. Strengthen the use of Student Response Teams (SRTs) to provide academic interventions and acceleration for learners at all levels. * +

* High leverage equity strategies from the division's Equity Plan

behavioral and mental health needs and provide program and service options.

9. Continue to use SRTs and the PBIS framework to provide social, emotional, and behavioral supports to students. +
10. Continue to implement and monitor evidence-based strategies for addressing student attendance.
11. Implement prevention and intervention strategies as alternatives to suspension. * +
12. Increase the number and diversity of mentorship opportunities. * +
13. Amplify student voice through increased opportunities for leadership and input into school-level decisions to ensure a sense of belonging across diverse student groups. * +

* High leverage inclusive strategies

opportunities for the purpose of developing future-ready learners.

7. Balance the effective and efficient use of technology to meet students' individual needs and allow them to demonstrate their learning.
8. Create and use online portfolios as a place for students to curate artifacts connected to the Graduate Profile to demonstrate their learning and inform the development of their postsecondary goals and signature experiences.
9. Engage all stakeholders in ensuring that all students have an actionable plan for pursuing their postsecondary goals by effectively implementing the Academic and Career Planning (ACP) process K-12.

Code of Virginia § 22.1-24.1 - approved 3/21/23

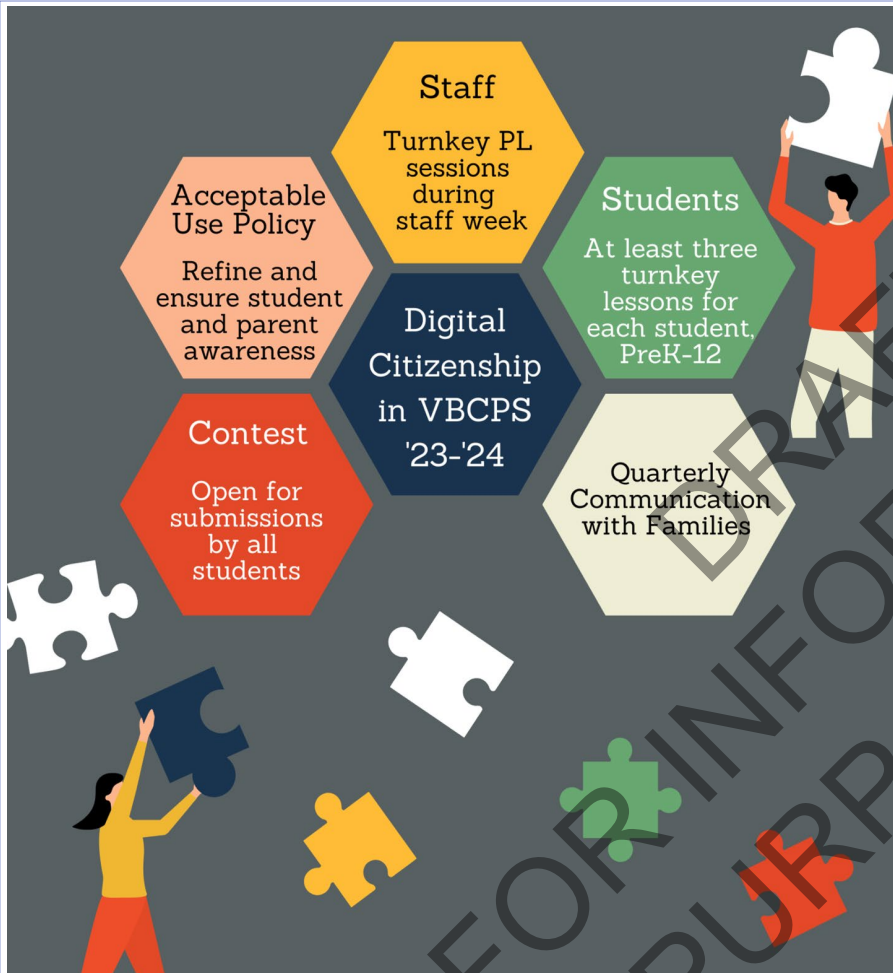
The State Superintendent shall establish and appoint members to the Internet Safety Advisory Council (the Council) for the purpose of advancing the goal of safe use of media and technology by students and teachers in public elementary and secondary schools in the Commonwealth.

Develop ... a model policy for local school boards in the Commonwealth that would enable such school boards to better support the Internet safety of all students and teachers in the local school division.

Our Goal for VBCPS Digital Citizenship Instruction



*The goal of digital citizenship instruction
is to develop students who are
empowered, educated, safe, and future-ready.*



2023-2024 Action Steps

Chromebook Splash Pages with Student-Friendly Language

Elementary

By clicking “**Accept and continue**,” you’re agreeing that you will practice good digital citizenship by being kind, honest, and safe while using your Chromebook for school activities.

For details, reference your *Code of Student Conduct* as well as VBCPS School Board Policy 6-64 and Regulation 6-64.1.

Secondary

By clicking “**Accept and continue**,” you acknowledge that you understand the following:

- I will practice responsible digital citizenship, including appropriate behavior and contributions on websites and in all other electronic communications.
- I will be considerate and truthful in all digital communications.
- I understand that my online activities must contribute to a safe, secure, and learning-focused school environment.

For details, reference your *Code of Student Conduct* as well as VBCPS School Board Policy 6-64 and Regulation 6-64.1.



Digital Citizenship Contest
<http://bit.ly/vbschoolsdcc>

Staff Professional Learning

- All instructional staff
- 30 minutes in length
- Implemented by administrators and ITSs

"Digital citizenship is an ongoing practice that begins with setting the expectations in the beginning of the year and intermittent reminders throughout the year."

- MS Teacher



Student Digital Citizenship Instruction



- ❖ Provide a curriculum that is...
 - Proactive and positive.
 - Comprehensive and systemic (instruction that reaches all students and occurs throughout the year).
 - Age appropriate and scaffolded for students K-12.
 - Turnkey for faculty to implement.
 - Vetted and respected by students for authenticity and relevance.
 - Monitored via division data collection.

Student Learning Experiences: Two Pathways in '23-'24

PATHWAY A

- Curriculum developed by a committee of ITSs and LMSS
- three lessons per grade band
- Building implementation plans devised by school leadership

PATHWAY B

- Pilot Program:



[Website](#)

[Video](#)

Feedback from Student Learning Experiences:

PATHWAY A

"The digital citizenship lessons for K-1 are easy to implement and age appropriate. They are creatively put together with thoughtful questions for discussion, read alouds, and writing activities. The students could relate to the songs and book characters easily. I love that I can refer back to some of the clever phrases throughout the school year to remind my students how important digital citizenship really is."

- ES Teacher

PATHWAY B

- "It was engaging for students, and they were able to offer their opinions."
- "Easy to use, engaging material, positive energy within the lesson, opportunities for small group discussion, loved the polls/results, especially comparing our class to our school and then the world!"
- "I liked how easy it was for students to join the platform, it was easy to set up and get started. The directions to students were very clear and simple."
- "It was very well guided. It took all the guesswork out of the lesson."

- HS Teachers

THE SOCIAL INSTITUTE

Lessons and Parent Resources Grow with Students

**GRADES
4TH-5TH**

Build emotional awareness and foundational social skills with grades 4 and 5.

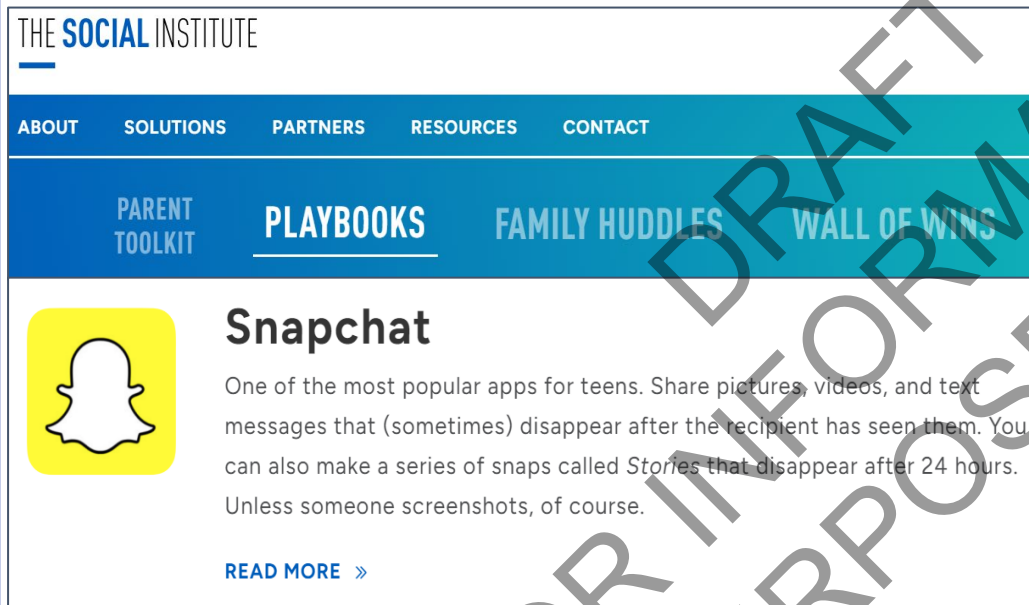
**GRADES
6TH-8TH**

Help students navigate daily social challenges, including experiences on social media and technology — whether or not they own a device or use social apps.

**GRADES
9TH-12TH**

Strengthen student resilience, soft skills, and emotional intelligence to prepare for complex challenges, including college admissions, balancing technology, and future employment.

Quarterly Communication with Families



➤ Overviews of student lessons

➤ Suggestions for monitoring and supporting student technology use at home

Looking Forward

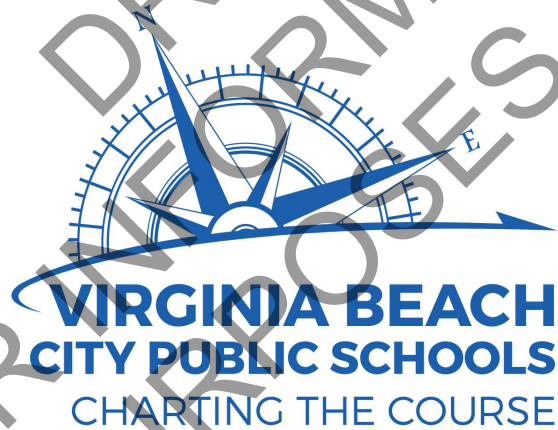
Next Steps with Student Instruction

- Continue to implement student lessons (Pathways A and B).
- Evaluate impact of VBCPS developed curricula and The Social Institute curricula.
- Determine a plan for student lessons in 2024-2025.



Update in Spring 2024

Questions?





Subject: All In VA Plan **Item Number:** 1C

Section: Administrative, Informal, and Workshop **Date:** October 24, 2023

Senior Staff: Danielle E. Colucci, Chief Academic Officer

Prepared by: Danielle E. Colucci, Chief Academic Officer

Presenter(s): Danielle E. Colucci, Chief Academic Officer

Recommendation:

This presentation will provide the School Board an update on how VBCPS is utilizing All In Virginia funding and guidance.

Background Summary:

The Commonwealth of Virginia is providing funding to school divisions to support high dosage academic tutoring, the expansion of the Virginia Literacy Act (VLA), and strategies to address chronic absenteeism.

Source:

Bylaw 1-40

Budget Impact:

N/A



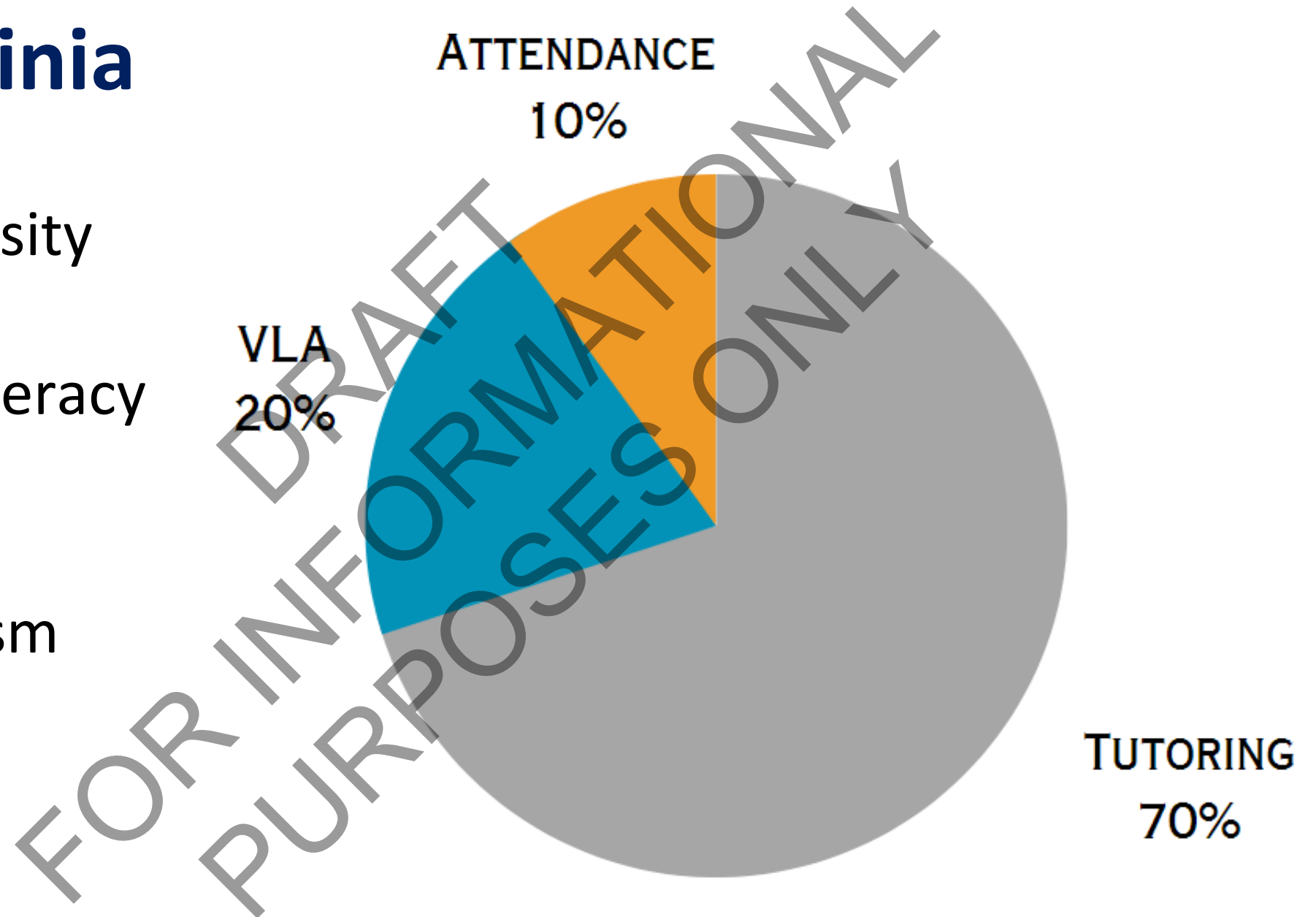
All in Virginia Update

School Board Workshop
October 24, 2023

Department of Teaching and Learning

All In Virginia

- High-intensity tutoring
- Virginia Literacy Act (VLA)
- Chronic absenteeism



All in Tutoring Recommendations

- 3rd-8th grade students
- Digital platform + tutor
- Multiple data points
- Most at risk students
- Acceleration approach
- Community partners and parents
- 10:1 student to tutor ratio



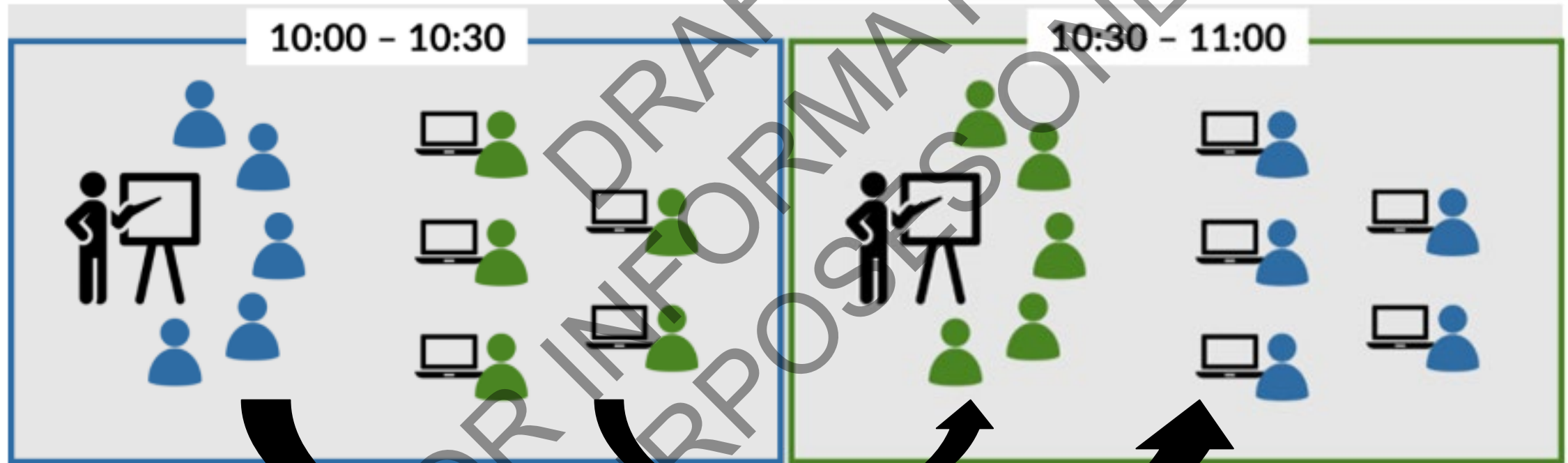
ALL In Tutoring

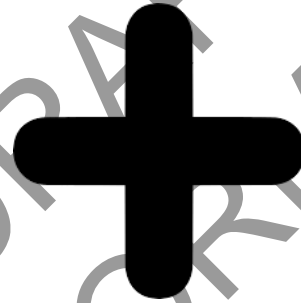




ALL In
Tutoring

VIRGINIA DEPARTMENT OF
EDUCATION





**ALL In
Tutoring**

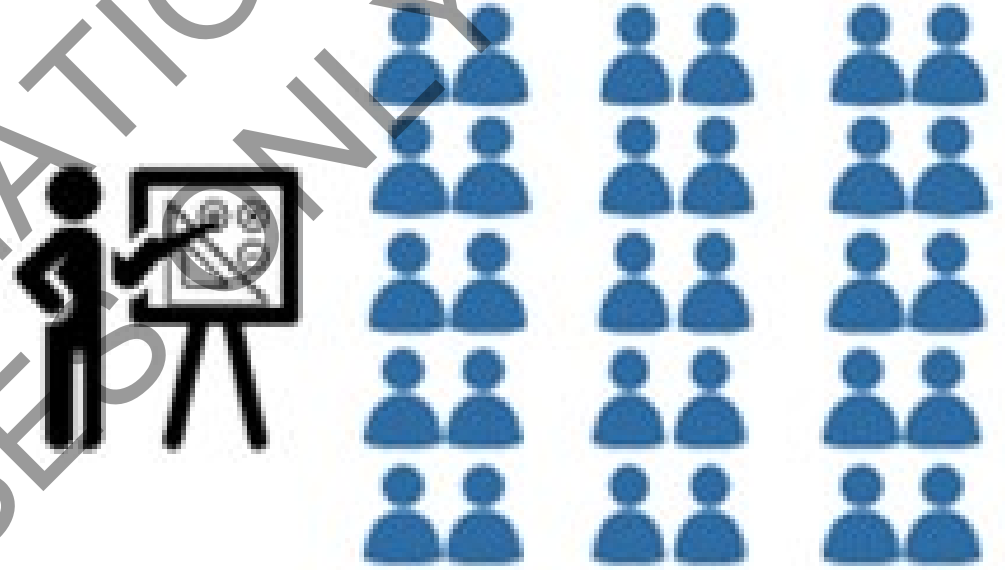


23-24 SY VBCPS Tutoring & Intervention

In-Person	Virtual	Digital Platform
<p>EIRI (PALS)</p> <p>Title I interventionists</p> <p>Early numeracy tutors</p> <p>Academic Support tutors</p> <p>VB GrowSmart mentors</p> <p>Start Strong-Finish Strong tutors</p> <p>Summer Learning Camp</p> <p>Learning Leaps tutors</p> <p>Academic support</p> <p>Algebra Readiness tutors</p> <p>University tutors</p> <p>Read 180</p> <p>Club & P.E. integrated lessons</p>	<p>Academic Support tutors</p> <p>Start Strong-Finish Strong tutors</p> <p>Learning Leaps tutors</p> <p>FEV tutor</p>	<p>FEV tutor</p> <p>SmartyAnts</p> <p>Summer Boost</p> <p>System 44</p> <p>Red Bird</p> <p>Imagine Math</p> <p>Zearn</p> <p>Ignite</p>

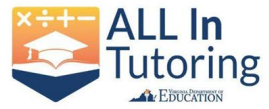

VBCPS Tutoring Methods

- Before and after school
- During school
- Clubs
- Digital platforms
- Summer




ALL In Tutor Recruitment


- Hiring Fairs - colleges and universities
- Advertisement posters - QR Codes
- Media outlets - WHRO
- YouTube advertisements
- Paid advertising on social media sites
- Email VBCPS retirees
- Communicate to current employees
- Advertise during divisionwide teacher assistant training




VBCPS is seeking reading and math tutors for students in grades 3 - 8



FLEXIBLE HOURS



VALUABLE EXPERIENCE




MAKE A DIFFERENCE

Position	Rate of Pay	Credentials
Tutor (non-licensed)	\$27.21 (per hour)	High school diploma, college credits or degree
Tutor (licensed)	\$33.59 (per hour)	Must hold an active VA license

Note:

- Opportunities available before, during, and after the school day in all elementary and middle schools.
- **Non-licensed tutors** must complete the "ALL In Tutoring" online state mandatory training that will be available on the Virginia Department of Education's website, [ALL In Tutoring | Virginia Department of Education](https://www.doe.virginia.gov/teaching-learning-assessment/all-in-tutoring) <https://www.doe.virginia.gov/teaching-learning-assessment/all-in-tutoring>

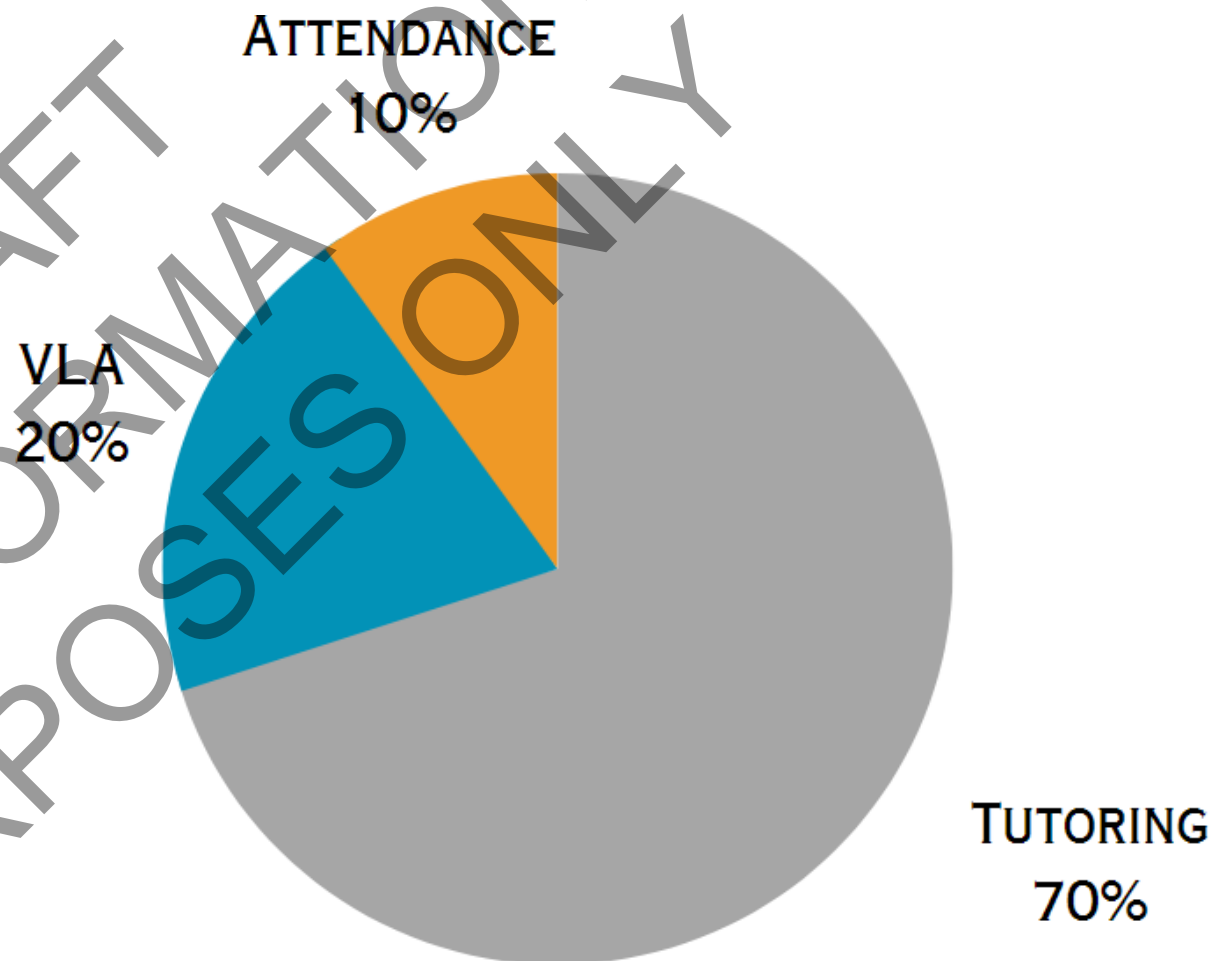
Visit our [Employment Page](#) or Scan the QR Code below to Apply!



SCAN ME

Virginia Literacy Act (VLA)

Funding will be used to improve early literacy outcomes for young learners.



Virginia Literacy Act (VLA) (HB 319 and SB 616)

VLA is a comprehensive, multi-pronged approach to ensure evidence-based literacy instruction is implemented in all K-5 classrooms.

- Aligns curricula, screening, and intervention methods using evidence-based literacy instruction (EBLI)
- Fosters partnerships with families, provides access to online resources and engages parent participation in the development of reading intervention plans
- Requires professional development and training aligned to evidence-based literacy instruction (EBL)
- Aligns educator preparation and licensure

Virginia Literacy and Language Screening System (VALLS; formerly PALS)

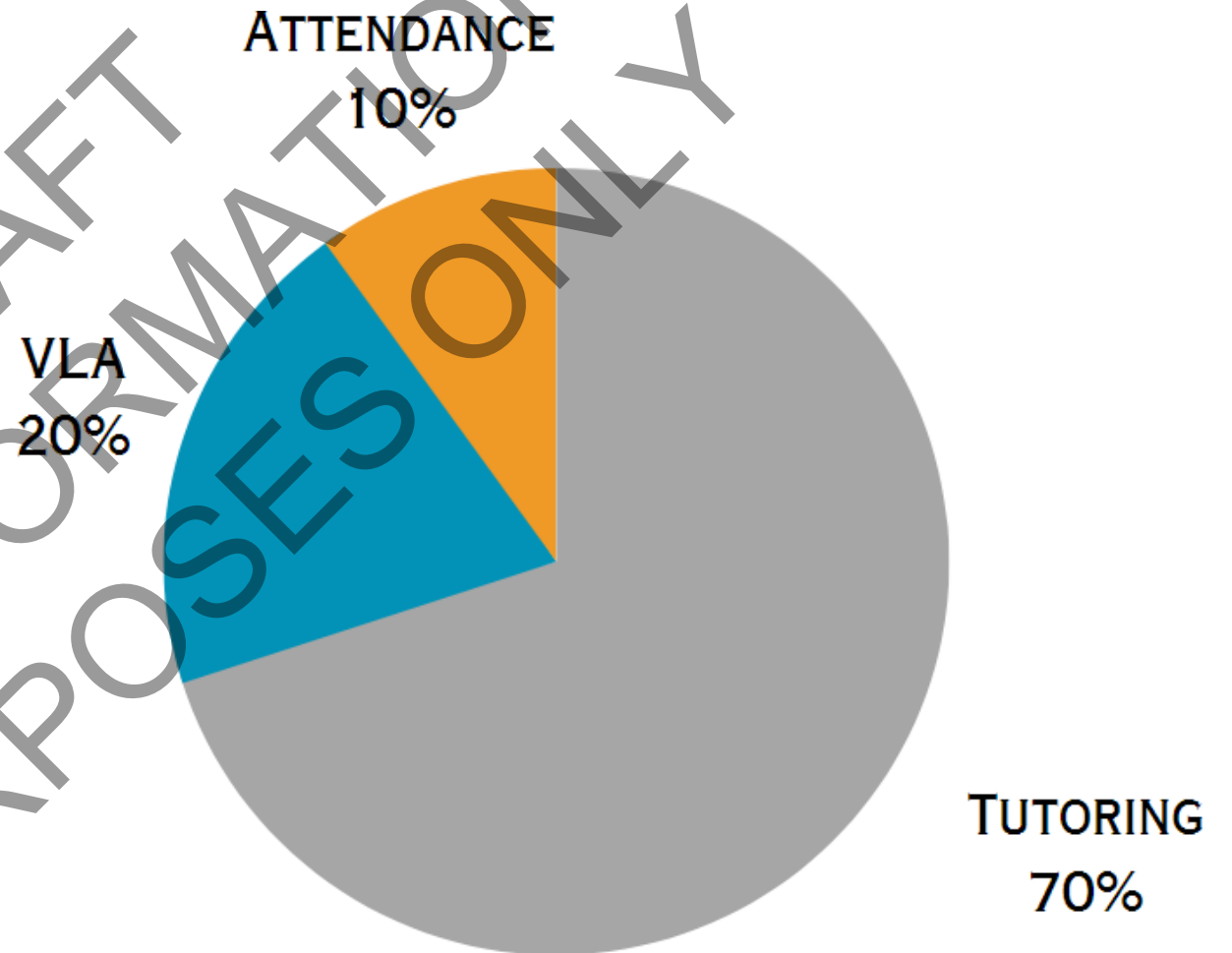


Virginia Literacy Act - Implementation in VBCPS



Chronic Absenteeism

Funding will be used to implement strategies and resources to reduce chronic absenteeism.

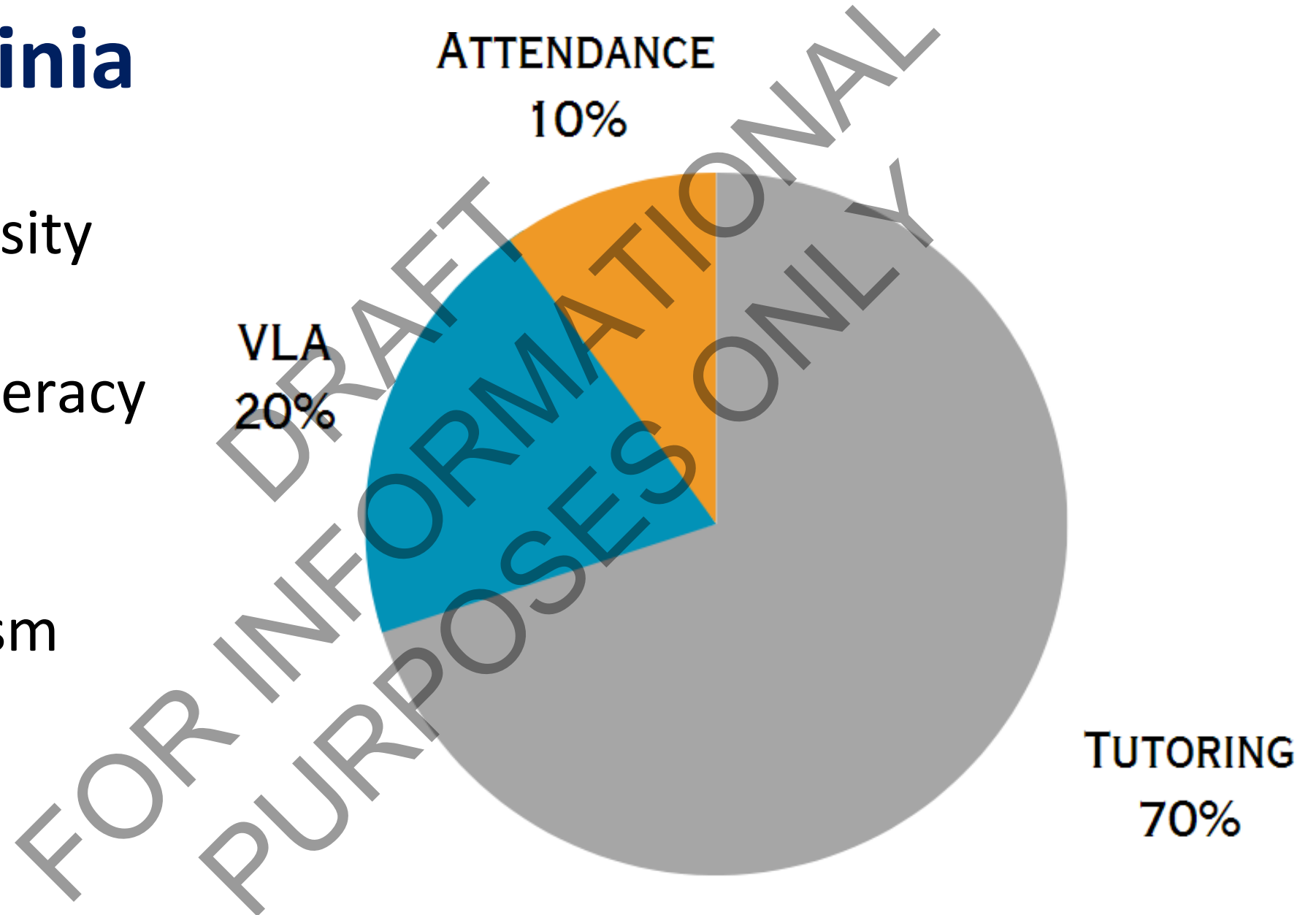


#AttendanceMattersVA

- *EveryDay Labs*
- *Professional learning*
- *Level 3 feeder pattern reviews*
- *Leveraging resources and interventions*
- *Review of school division processes and procedures*

All In Virginia

- High-intensity tutoring
- Virginia Literacy Act (VLA)
- Chronic absenteeism



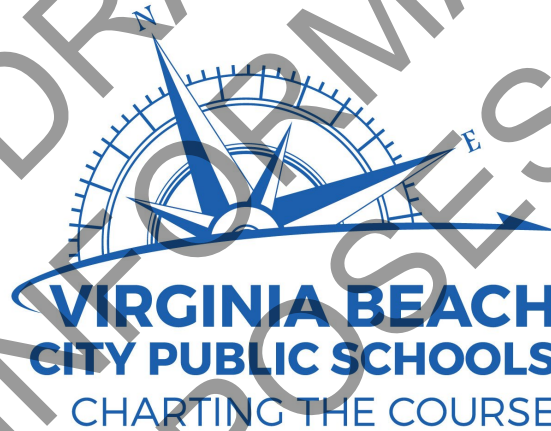


2023 Math Standards of Learning Revisions

- VDOE released 2023 Standards of Learning on Aug 30, 2023
- Option 2: Partial crosswalk year
- Curriculum and assessment revision committees (November)
- Textbook adoption (April)
- Professional learning



Questions?





Subject: Strategic Planning Process **Item Number:** 1D

Section: Workshop **Date:** October 24, 2023

Senior Staff: Lisa A. Banicky, Ph.D., Executive Director, Office of Planning, Innovation, and Accountability

Prepared by: Lisa A. Banicky, Ph.D., Executive Director, Office of Planning, Innovation, and Accountability

Presenter(s): Lisa A. Banicky, Ph.D., Executive Director, Office of Planning, Innovation, and Accountability

Recommendation:

That the School Board receive information about the plan for developing the strategic framework that will follow *Compass to 2025*.

Background Summary:

This presentation will provide the School Board with the plan for engaging in the next strategic planning cycle. Standard 6 Planning and Public Involvement of the Virginia Standards of Quality § 22.1-253.13:6 states “Each local school board shall adopt a divisionwide comprehensive, unified, long-range plan . . .” At the local level, School Board Regulation 7-21.7 provides additional direction for developing the division’s strategic plan. Our regulation requires the School Board to activate a Community Ad Hoc Strategic Planning Committee one year prior to the end of the cycle of the long-range plan required by the Virginia Department of Education.

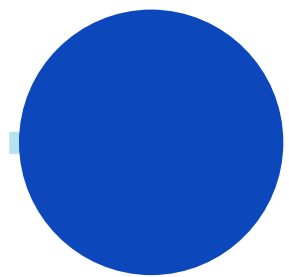
Source:

Code of Virginia § 22.1-253.13:6, as amended. Standard 6. Planning and public involvement
School Board Regulation 7-21.7

Budget Impact:

N/A

Charting the Course Beyond *Compass to 2025*



DRAFT
FOR INFORMATIONAL
PURPOSES ONLY



Office of Planning, Innovation, and Accountability
October 24, 2023 - School Board Workshop

Strategic Planning in VBCPS

 **Requirements**

 **Guiding Principles**

 **Process and Timeline**

State and Local Requirements

Standards of Quality

VA Code 22.1-253.13:6B

- Adopt a divisionwide comprehensive, unified, longrange plan developed with staff and community involvement.
- Review the plan biennially and adopt any necessary revisions.
- Prior to adoption of plan or revisions, provide opportunity for inspection and at least one public hearing to solicit public comment.

School Board of Virginia Beach

Regulation 7-21.7

- Ad Hoc Strategic Plan Committee activated one year prior to the end of the cycle of the ²⁰²³⁻²⁰²⁴ long-range plan required by VDOE.
- Committee as a mechanism for gathering input and reviewing division data.
- Citizen representatives appointed by the School Board and staff members appointed by the Superintendent.
- Superintendent designates a staff member to function as administrative facilitator for the committee.

Guiding Principles



- Place a premium on stakeholder input and participation
- Use the VBCPS Graduate Profile as a focal point
- Be grounded in the division's core values
- Establish a shared understanding of the future direction of the school division
- Result in a concise five-year framework for identifying priorities and making decisions

Process and Timeline

1

July

School Board Retreat

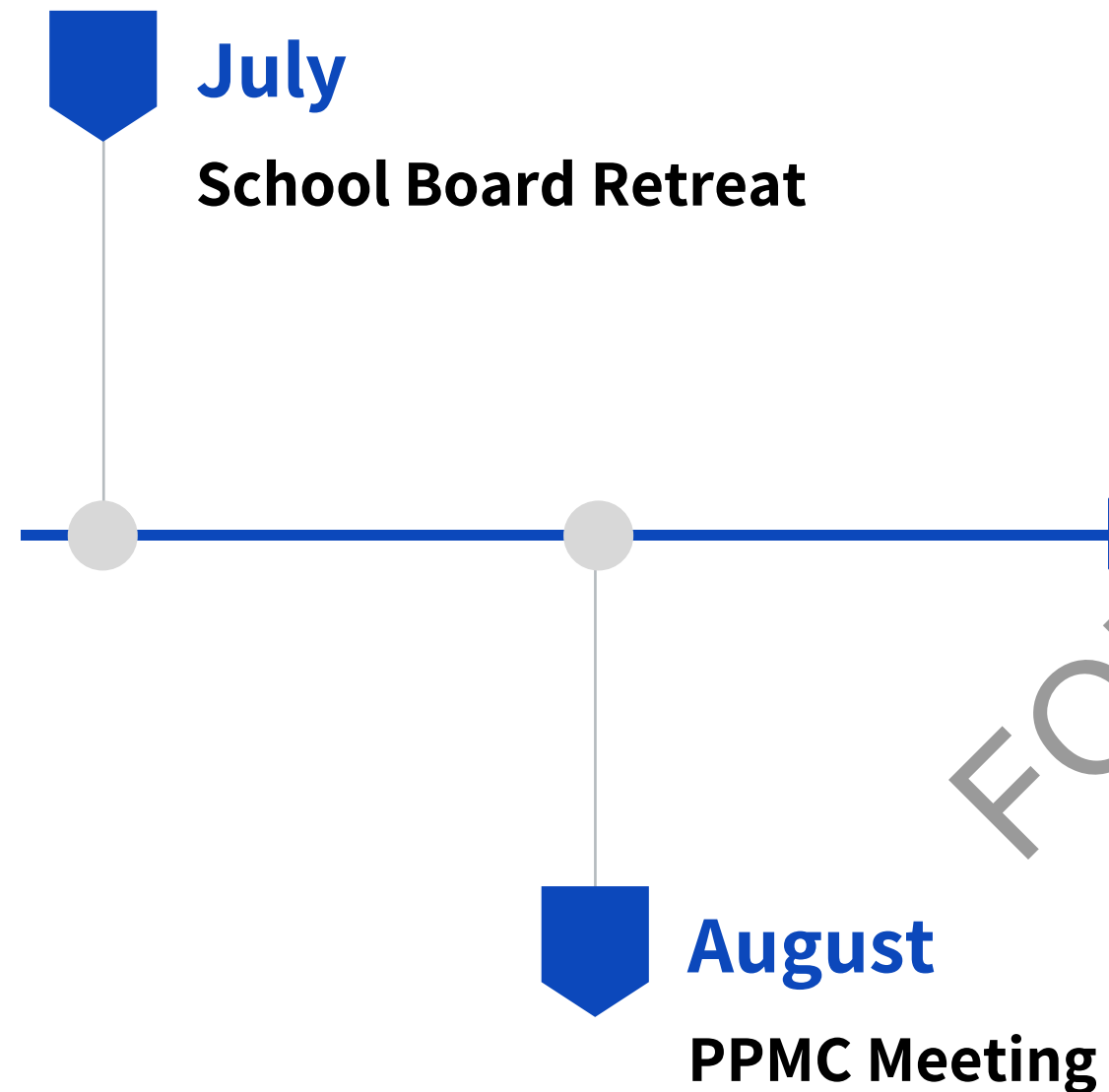
A total of 21 people responded to the prompt “the next strategic planning process should...”

More than half of all respondents mentioned the importance of continuing to include multiple stakeholders throughout the process

Other suggestions mentioned by multiple respondents included:

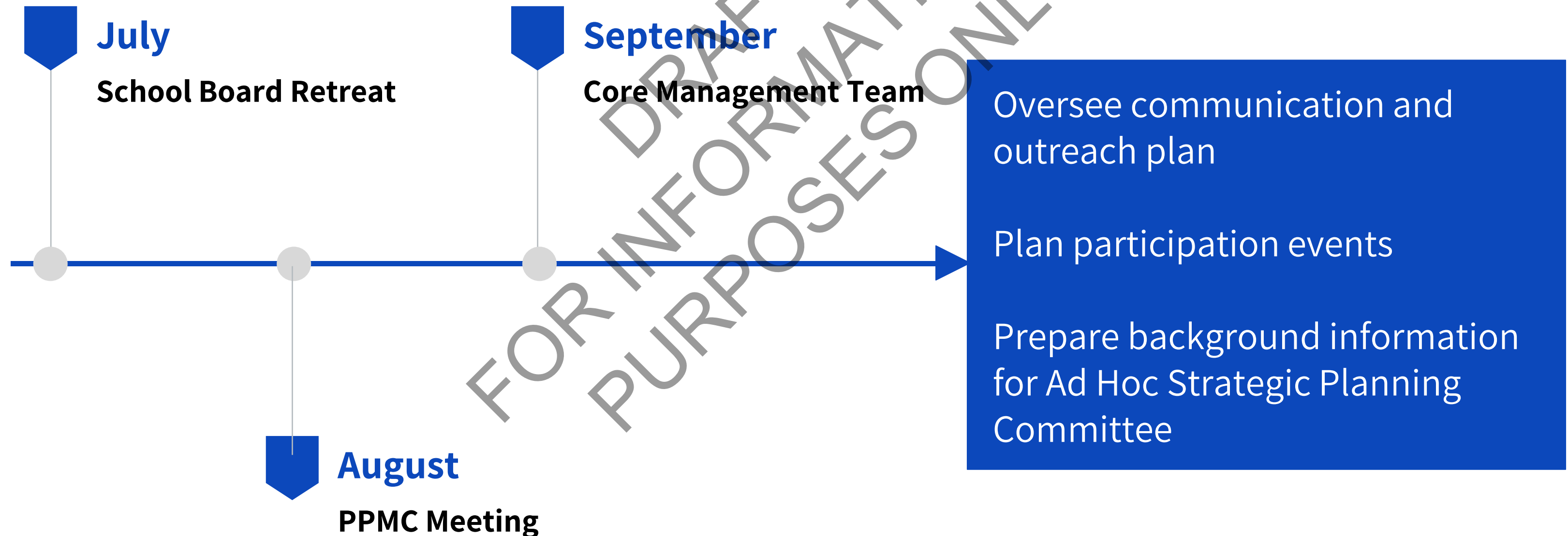
- o Continuing the work outlined in the current strategic framework (e.g., inclusive practices, equity emphases)
- o Focusing on workforce development
- o Ensuring the division is competitive at all levels
- o Preventing the plan from being overwhelming

Process and Timeline

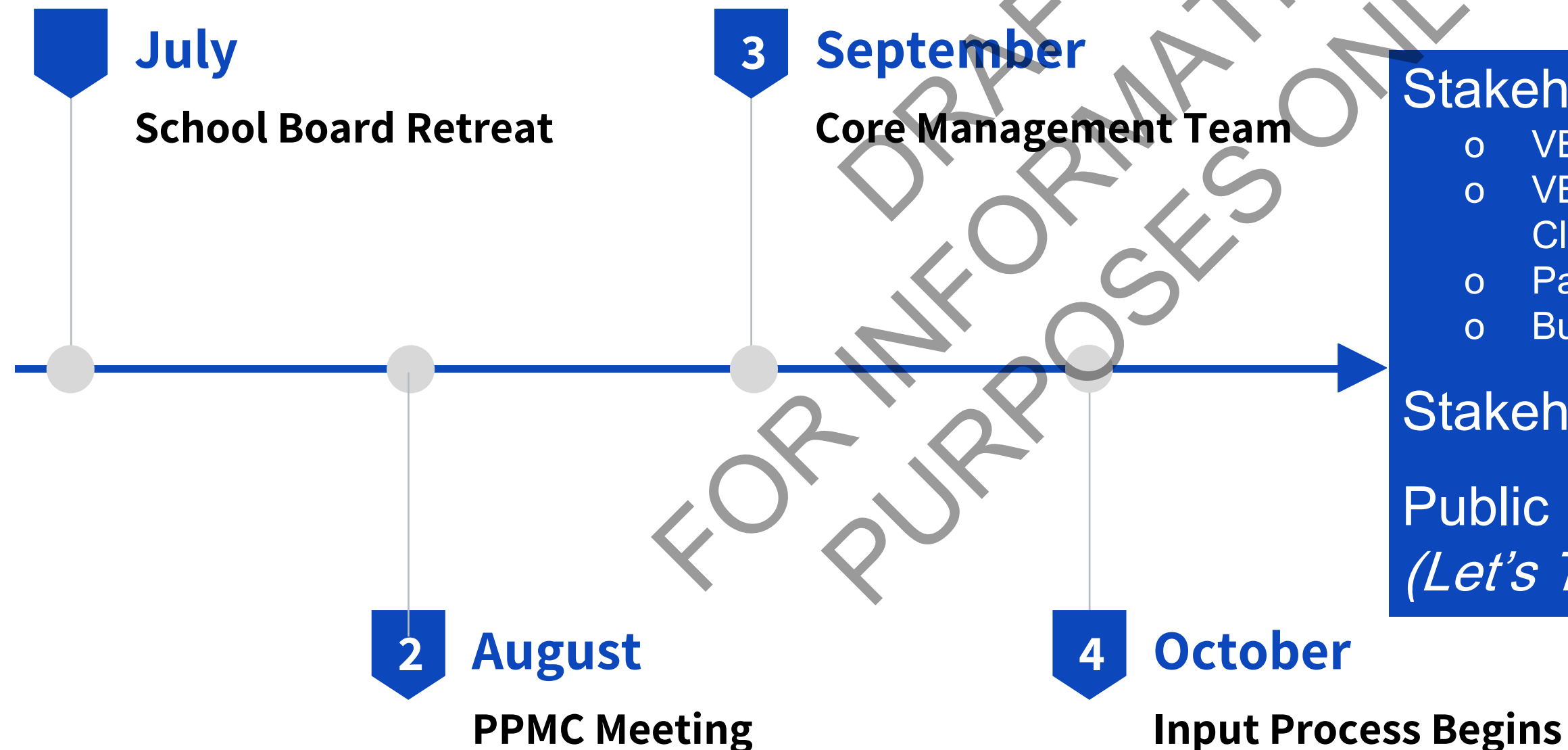


DRAFT
FOR INFORMATIONAL
PURPOSES ONLY

Process and Timeline



Process and Timeline



Stakeholder Focus Groups

- o VBCPS Students (Current and Recent Graduates)
- o VBCPS Staff (Teachers, Administrators, Classified)
- o Parents
- o Business/Higher Education/Community Leaders

Stakeholder Meetings

Public Input Page on Vbschools.com
(Let's Talk)

Guiding Questions for Public Input

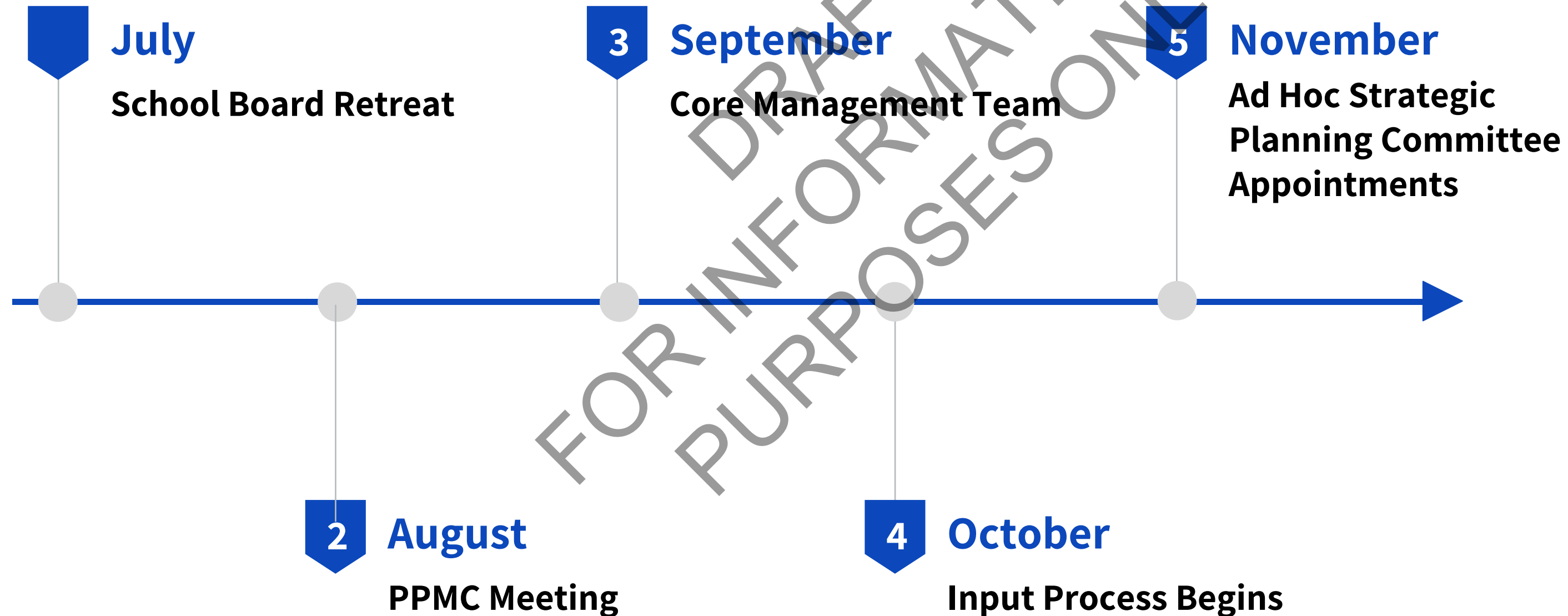
Since 2020, the school division has used *Compass to 2025*, the current strategic plan, as a guiding force behind its priorities and actions for the purpose of creating future-ready learners, as outlined in the division’s Graduate Profile.

Take a look at our [Graduate Profile](#). Are there other skills or abilities you think students will need to be successful in the future that are not represented in the VBCPS Graduate Profile? Please describe.

What are specific ways VBCPS could help students acquire the skills and abilities they need to be successful now and in the future (i.e., programs, services or strategies)?

What other suggestions do you have for the future direction of the school division?

Process and Timeline



Ad Hoc Strategic Planning Committee

- Meet January through June
- Review community input, data, and educational trends
- Identify priorities and draft strategic framework



Process and Timeline

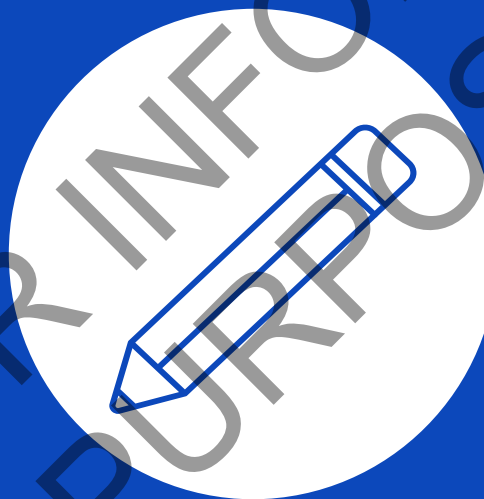
Gather input from stakeholders

October 2023 - January 2024

Additional Opportunities for Stakeholder Engagement

Convene Ad Hoc Strategic Planning Committee

January - June 2024



Communitywide Survey

February/March 2024

July 2024 Retreat - Draft of Framework

Finalize framework and present for public comment

July - October 2024



Public Review and Comment

October 2024

November 2024 - Adopt Framework

Questions

DRAFT
FOR INFORMATIONAL
PURPOSES ONLY



Subject: Approval of Minutes **Item Number:** 10A-B

Section: Approval of Meeting Minutes **Date:** October 24, 2023

Senior Staff: N/A

Prepared by: Regina M. Toneatto, School Board Clerk

Presenter(s): Regina M. Toneatto, School Board Clerk

Recommendation:

That the School Board adopt the following set of minutes as presented:

- A. September 26, 2023 Regular School Board Meeting
- B. October 10, 2023 Regular School Board Meeting

Note: Supporting documentation will be provided to the School Board under separate copy and posted to the School Board website.

Background Summary:

N/A

Source:

Bylaw 1-40

Budget Impact:

N/A



VIRGINIA BEACH CITY PUBLIC SCHOOLS CHARTING THE COURSE

School Board Services

Trenace B. Riggs, Chair
District 1 – Centerville

Carolyn D. Weems, Vice Chair
District 9

Beverly M. Anderson
At-Large

Kathleen J. Brown
District 10

Michael R. Callan
District 6

David Culpepper
District 8

Jennifer S. Franklin
District 2 – Kempsville

Victoria C. Manning
At-Large

Staci R. Martin
District 4

Kimberly A. Melnyk
District 2

Jessica L. Owens
District 3 – Rose Hall

Donald E. Robertson, Ph.D., Acting Superintendent

School Board Regular Meeting MINUTES **Tuesday, September 26, 2023**

Holland Road Annex
2323 Holland Road
Virginia Beach, VA 23453
(757) 263-1000

- 1. Administrative, Informal, and Workshop:** Chair Riggs convened the Administrative, Informal, and Workshop session at 4:04 p.m. on the 26th day of September 2023 and announced the members of the public will be able to observe the School Board meeting through live streaming on schoolboard.vbschools.com/meetings/live, broadcast on VBT Channel 47, and on Zoom; welcomed members of the public both in person and online.

In addition to Donald E. Robertson, Ph.D., Acting Superintendent, the following School Board members were present in the Holland Road Annex/Einstein Lab: Chair Riggs, Ms. Anderson, Ms. Brown, Mr. Callan, Ms. Franklin, Ms. Manning, Ms. Martin, Ms. Melnyk, and Ms. Owens. The following School Board member was attending via Zoom: Mr. Culpepper (out of town/personal reasons.) Vice Chair Weems was not in attendance due to medical reasons (hospital.)

- A. **School Board Administrative Matters and Reports:** Chair Riggs mentioned the superintendent search survey is available on vbschools.com website; seeking input regarding qualifications and leadership attributes for the new superintendent; survey will remain open until Friday, October 6; link to apply for the superintendent position is also on vbschools.com website, the link will take you to the HYA (Hazard, Young, Attea and Associates) website to complete an application; focus group meetings on October 3 and 4 with HYA representatives for input from students, staff, parents, and community stakeholders regarding qualifications and leadership attributes for the new superintendent; reminder the next School Board meeting on October 10 will be held at the School Administration Building #6 at 2512 George Mason Drive.
- B. **Summer Work and School Opening Update:** Jack Freeman, Chief Operations Officer provided an overview of the presentation in which the School Board receive updates from the offices within the Department of School Division Services; Melisa Ingram, Executive Director of Facilities Services continued the presentation; summer work at all school and administrative facilities: over 90 sites, over 11,000,000 square feet of space, approximately 1,900 acres; CIP planned projects: work on over 25 projects including: roof replacements, HVAC replacements, foundations investigation, lighting, auditorium equipment, athletic fields; August 2023 welcomed An Achievable Dream Academy (AADA) high school students for the start of SY2023-24; Eric Woodhouse, Director of Maintenance Services shared information on summer projects; completed over 200 building maintenance projects: painting, electrical upgrades, HVAC improvements, carpet replacement, plumbing, roofing repairs; maintenance services initiatives: Demand Response Test Program – energy savings initiative (HVAC system), 55 facilities, average cost savings: \$85,000; Brightly Asset Essentials Program – work order management program (replaced SchoolDude/Maintenance Direct); Technical and Career Education (TCE) Partnership – six students from TCE worked in various trades during the summer months; Sam Nix, Director of Custodial and Distribution Services continued the presentation; completed over 120 projects including: screened and recoated gym floors, top scrubbed/stripped and waxed all floors, relocated and cleaned the new classroom at the mall site in Lynnhaven Mall, pressure washed five schools and sidewalks; efforts toward cleaning: providing clean and safe buildings remains top priority, the new cleaning/sanitizing protocols continue to be part of daily cleaning protocols, protocols were utilized to prepare facilities for the return of students and staff; continue to work on vacancies; shared picture of wrap van with advertising; continuous school support by delivering:

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school records, Kindergarten materials, furniture, custodial supplies, printed materials/forms, textbooks, teaching and learning materials, DOT supplies to schools; removal of kitchen equipment, surplus computers, surplus furniture; special event support; Thomas DeMartini, Director of Security and Emergency Management continued the presentation; School Security Officers: armed School Security officers (SSOs) in all 11 high schools, 7 of 15 middle schools; training: Active Shooter Emergency Response, Emergency Evacuation Procedure and Threat Assessment; administrative training: newly promoted assistant principal training, summer administration training included threat assessment, search and seizure, interview and interrogation, RAVE Panic Button; Crisis Prevention Institute; food services/cafeteria staff division-wide: Run-Hide-Protect training; School Resource Officer training; senior leadership and administrative crisis response team: critical incident management training (table-top, Division Command Center, Mobile Command Post, reunification exercise; security assistant training: 105 new and recertified security assistants including DCJS School Security Officer certification training, Raptor and Genetec; schools: crisis response team meetings, Run-Hide-Protect trainings, table-top exercise; school audits: in SY2022-23, conducted 43 comprehensive audits and 43 unannounced checklist visits; James Lash, Executive Director of Transportation and Fleet Management Services continued the presentation; fleet management summer work statistics: completed almost 1,500 work orders during the period of June 19 – August 25, completed an average of 33 logged work orders each day, included services such as: preventive maintenance, repairs, road service, breakdowns; recruitment and training; 23 drivers trained and hired between July 3 and September 8, 14 students currently in driver training class, 23 applicants are signed up for class (begins October 2), all routes assigned drivers for the beginning of the school year; 35 assistants currently needed; transportation registration and bus runs: 51,665 total students registered (49,031 regular education, 2,634 special needs), 3,752 total daily bus runs (2,291 regular education, 894 special needs, 247 academy, 320 other runs), continue to receive transportation requests; in-service training: August 23, 2023 department-wide at Ocean Lakes High School – employee relations, risk management, student behavior management and referral, seizure training; August 24, 2023 individual area meetings – healthcare needs of students, response plans and protocols, transportation operations manual; bus assistants participated on hands-on training on proper student securement requirements and the safe operation of the bus wheelchair lift; Viorica (Vicka) Harrison, Director of Food Services continued the presentation; operating the traditional National School Lunch Program (NSLP) and School Breakfast Program (SBP), meal costs are based on individual student eligibility, meal prices remain at \$1.40 for breakfast and \$2.85 for lunch (have not increased in 6 years), over 22,000 Community Eligibility Provision (CEP) school students are eligible to receive no-cost breakfast and lunch meals, over 15,000 students qualified for Free & Reduced price meal benefits; total of 38 CEP schools (27 elementary, 6 middle, 5 high); total of 8.51 million student meals served during fiscal year 2022-2023; Scratch Initiative's menu items are part of the division-wide cycle menu and offered at all VBCPS schools; 43 school kitchens have been modernized and have new scratch cooking equipment, 36 active school gardens, 13 school sites interested in Jr. Chef culinary clubs; food truck success: alternative food service model, mobile scratch kitchen, scratch menu items sampling, student nutrition education tours, VBCPS catering events, VBScratch marketing events; YouTube Channel (VBSchools Food Services) 34 educational videos; shared photos of most popular current scratch menu items and Farm-to-Table harvesting.

The presentation continued with questions and comments regarding work done by whole department; kudos for all work done; cleanliness of schools; schools beautifully kept; distribution services; food services training; weapon safety; bus routes covered; security assistants doing a great job at schools; bus usage; maximizing the use of buses; use of vans for smaller runs; number of buses used daily (542); new football turfs; community gardens; stipends; recruiting for custodial and distribution services; suggestion of referral program; compensation study and increase in salary; recruitment and retention of positions.

- C. PPEA Interim Agreement Update: Melisa Ingram, Executive Director of Facilities Services provided a PPEA Interim Agreement Briefing update to the School Board; reviewed timeline, public input meeting milestones: Sept-Oct: School Board workshop and City Council informal session – Conceptual Design, Oct-Nov: School Board workshop and City Council informal session – final schematic design, Nov-Feb: School Board workshop and City Council informal session – project financing plan; mentioned Planning Advisory Team meetings: organizations engaged and elected officials; reviewed approved directives from School Board CIP funding language and City Council PPEA Resolution; Public Community meetings (open to the general public), upcoming meeting in October: October 23 from 6:00 p.m. to 7:30 p.m. for replacement project B.F. Williams and Bayside 6 at Bayside 6th cafeteria, October 25 from 6:00 p.m. to 7:30 p.m. for replacement project Princess Anne High School at Princess Anne High School library, and October 26 from 6:00 p.m. to 7:30 p.m. for replacement project Bayside High School at Bayside High School library; reviewed design parameters for Princess Anne High School (1,700 students), Williams Elementary and Bayside 6th (850

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students: 450 Grade 4 & 5, 400 Grade 6), and Bayside High School (1,900 students); March-April: focus group interview – division-wide Special Needs program, academy-based programs, individual and personalized learning, career and technical education (CTE), community partnerships; emerging themes from public input meetings: security, learner agency, professional futures, community, don't forget the basics (storage, restrooms, daylight/views, etc.); April-May: educational specification meetings, shared a working draft in process for Princess Anne High School, space efficiencies – can spaces be shared and defined, briefly reviewed conceptual designs for Princess Anne High School, most popular design – Main Street (four story plan); Williams Elementary School/Bayside 6th Grade Campus, Embrace concept (two story concept); Bayside High School, most popular design – Concept 1 (best use of stie); conceptual design for Bayside High School – prototype design, adaptable to site needs for next three schools (First Colonial, Kempsville, Green Run); due to time constraints, if any School Board members had questions, they could email Melisa Ingram.

- D. Forecast of Regular School Board Meeting Agenda Topics FY 24 – Second Quarter: October, November, December:
Note: due to time constraints, the forecast will be presented under agenda item #17 – Return to Administrative, Informal, Workshop or Closed Session matters.

2. **Closed Session:** None during the Administrative, Informal, and Workshop session. See agenda item #17.
3. **School Board Recess:** Chair Riggs adjourned the Administrative, Informal, and Workshop session at 5:35 p.m.
4. **Formal Meeting (Holland Road Annex – School Board Room/Auditorium) 6:00 p.m.**
5. **Call to Order and Roll Call:** Chair Riggs convened the meeting of the School Board at the Holland Road Annex, School Board Room/Auditorium at 6:02 p.m. on the 26th day of September 2023 and welcomed members of the public both in person and online.
In addition to Donald E. Robertson, Ph.D., Acting Superintendent, the following School Board members were present in the Holland Road Annex, School Board Room/Auditorium: Chair Riggs, Ms. Anderson, Ms. Brown, Mr. Callan, Ms. Franklin, Ms. Manning, Ms. Martin, Ms. Melnyk, and Ms. Owens. The following School Board member was attending via Zoom: Mr. Culpepper (out of town/personal reasons.) Vice Chair Weems was not in attendance due to medical reasons (hospital.)
6. **Moment of Silence followed by the Pledge of Allegiance**
7. **Student, Employee and Public Awards and Recognition:** There were no student, employee, or public awards presented at the meeting.
8. **Adoption of the Agenda:** Chair Riggs called for any modification to the agenda as presented. Ms. Manning made a request to move agenda item #14A2 (Resolution – LGBTQIA+) from Consent to Action item #15F, to vote on separately; Ms. Brown seconded the request. Without discussion, Chair Riggs called for a vote on moving Consent agenda item #14A2 to Action item #15F. The School Board Clerk announced there were five (5) ayes in favor of moving Consent agenda item #14A2 to Action item #15F: Ms. Brown, Mr. Culpepper, Ms. Franklin, Ms. Manning, and Ms. Owens. There were five (5) nays opposed to moving Consent agenda item #14A2 to Action item #15F: Chair Riggs, Ms. Anderson, Mr. Callan, Ms. Martin, and Ms. Melnyk. The motion failed, 5-5-0.
Chair Rigg called for a motion to approve the agenda as presented. Ms. Franklin made the motion, seconded by Ms. Anderson. Without discussion, Chair Riggs called for a vote to approve the agenda as presented. The School Board Clerk announced there were seven (7) ayes in favor of the motion to approve the agenda as presented: Chair Riggs, Ms. Anderson, Mr. Callan, Ms. Franklin, Ms. Martin, Ms. Melnyk, and Ms. Owens. There were three (3) nays opposed to the motion to approve the agenda as presented: Ms. Brown, Mr. Culpepper, and Ms. Manning. The motion passed, 7-3-0.
9. **Superintendent's Report (second monthly meeting) and recognitions (first and second monthly meetings):** Donald E. Robertson, Ph.D., Acting Superintendent shared the following information: 1) feedback from the first day of school was positive, even though it rained on the first day, Dr. Robertson visited Parkway Elementary School and sat with Kindergarteners and high-fived other students on their way into PE class; 2) in addition to solemn observances of September 11 across our district and across the country, Pembroke Elementary School organized a Patriots Day event, students and staff welcomed police, firefighters, and active military at the bus loop and served up a Hotcakes for Heroes pancake breakfast, and the fourth grade chorus sang for the guests; 3) early in the month, students enjoyed STEM Lab Learning Day at the NAS Oceana Air Show, a video was shared from the day, and a special thanks to the Nav, our community partners, parent volunteers, staff and students who helped during the special day; 4) three former VBCPS students will be recognized this year as Career Success Stars: Molly Etheridge, Devona Stimpson, and Mager Koromhas.

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Each of their success stories will be highlighted on Virginia Department of Education (VDOE) website; and 5) important dates to share: October 4 – Town Hall: Charting the Course – Building Pathways to 2023 at 6:00 p.m. at Tallwood High School, October 10 – School Board meetings return to the School Administration Building, October 12 – Academy & Advanced Academic Program Night from 5 p.m. to 8 p.m. at the Virginia Beach Convention Center, and October 15-21 – America’s Safe Schools week.

Dr. Robertson, Acting Superintendent, introduced the following appointment which was voted on and approved at the September 12, 2023 School Board meeting: Kimani K. Vaughan, Principal, White Oaks Elementary School as Director, Elementary Schools, Department of School Leadership.

10. Approval of Meeting Minutes

- A. September 11, 2023, Special School Board Meeting: Chair Riggs called for any modifications to the September 11, 2023 Special School Board meeting minutes as presented. Hearing none, Chair Riggs called for a motion to approve the September 11, 2023 minutes as presented. Mr. Callan made the motion, seconded by Ms. Melnyk. Without discussion, Chair Riggs called for a vote to approve the September 11, 2023 minutes as presented. The School Board Clerk announced there were ten (10) ayes in favor of the motion to approve the September 11, 2023 meeting minutes as presented: Chair Riggs, Ms. Anderson, Ms. Brown, Mr. Callan, Mr. Culpepper, Ms. Franklin, Ms. Manning, Ms. Martin, Ms. Melnyk, and Ms. Owens. The motion passed, 10-0-0.
- B. September 12, 2023, Regular School Board Meeting: Chair Riggs called for any modifications to the September 12, 2023 Regular School Board meeting minutes as presented. The School Board Clerk mentioned a change on page 7 of 12 under item #15D – Bylaw 1-28: Governance Committee Matters – Complaint by Citizens, there was a typographical error – the vote was listed as 10-0-0, the vote should be listed as 10-1-0. Without further modifications, Chair Riggs called for a motion to approve the September 12, 2023 minutes as presented and modified. Ms. Anderson made the motion, seconded by Ms. Martin. Without discussion, Chair Riggs called for a vote to approve the September 12, 2023 minutes as presented and modified. The School Board Clerk announced there were ten (10) ayes in favor of the motion to approve the September 12, 2023 meeting minutes as presented and modified: Chair Riggs, Ms. Anderson, Ms. Brown, Mr. Callan, Mr. Culpepper, Ms. Franklin, Ms. Manning, Ms. Martin, Ms. Melnyk, and Ms. Owens. The motion passed, 10-0-0.

11. Public Comments (until 8:00 p.m.)

Chair Riggs announced the School Board will hear public comments until 8:00 p.m. on matters relevant to PreK-12 public education in Virginia Beach and the business of the School Board and School Division. Chair Riggs mentioned information regarding speaker process and submitting comments via group email. There were thirty-nine (39) in person speakers (including twenty (20) student speakers) and three (3) online speakers; topics discussed were model policy; students feeling safe in school; student rally; respect for all students; bullying; transgender students; student fears; basic rights; negative media posts; Policy 5-31; preferred name and pronoun; parents’ rights; parental consent; teacher workload; school as a safe environment; VBCPS Core Values; students as taxpayers; gender identity; Policy 5-7; public comments; VBCPS regulations; parental rights; compliance with model policy; lawsuits; need to protect children; decorum; mental health crisis; resolutions; First Amendment Rights; and speakers.

The Public Comments were suspended at 7:59 p.m., to continue with the formal meeting and items on the Information Agenda.

12. Information

- A. Superintendent Search Update: Chair Riggs shared the following Superintendent Search Calendar; noted the search calendar was discussed by the search firm, HYA, during the September 11, 2023 Special School Board meeting; mentioned the online survey is open and will remain open through October 6.

<u>Activity</u>	<u>Date(s)</u>
Advertising	September until filled.
Application deadline	Open until filled.
Leadership Profile interviews/focus groups	October 3 rd – October 4 th A virtual forum(s) will also be scheduled.
Online survey dates	September 25 th – October 6 th , 2023.

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Leadership Profile Report presented to the board.	November 14 th , 2023, early in regular School Board meeting agenda
Seminar on interviewing, questions determination, and slate of candidates presented to Board.	December 12 th , 2023, at 2:00 p.m.
Board interviews with semi-finalist (round 1)	January 5 th & January 6 th , 2024. Friday evening and Saturday day.
Board meets to identify finalists.	January 6 th , 2024 after last interview.
Board second round interviews with finalists (3)	January 8 th , 10 th & 11 th , 2024
Board meets to identify preferred candidate(s). Initiate background check on finalist(s) and contract negotiations.	January 11 th , 2024 after last interview.
Announcement of appointment	Undetermined
Superintendent assumes responsibilities.	TBD

There was a brief mention regarding student discipline hearings scheduled for January 8 and the need to reschedule the discipline hearings.

- B. Interim Financial Statements – June (unaudited), July and August 2023: Daniel Hopkins, Director of Business Services, presented the following financial information to the School Board: fiscal year ending June 30, 2023 – overall final revenue trend was favorable; actual over budget amount of approximately \$4.4 million; Commonwealth of Virginia revenue source was unfavorable with actual under budget of approximately \$9.0 million – mainly due to the sales tax increase; State sales tax revenue source was favorable with an actual over budget of approximately \$6.9 million; the increase in sales tax reduces the State Basic Aid; Federal government revenue source was favorable with an actual over budget of approximately \$4.9 million due to an increase in Impact Aid receipts; other revenue sources were favorable with an actual over budget of approximately \$1.7 million due to the Stop Arm Enforcement and the sale of capital assets.
- The total revenues by major source in FY2023: the City of Virginia Beach: 52.0%, Commonwealth of Virginia: 34.9%, State sales tax: 10.6%, Federal Government: 2.0%, and other sources: .5%; final expenditure trend for FY2023 was favorable in all categories; remaining unspent and unencumbered balance was \$20.9 million for operating and \$4.0 million for debt services; total expenditures incurred in FY2023 by category: Instructional category: 67.4%, Operations and Maintenance: 12.3%, Pupil Transportation: 5.8%, Technology: 5.3%, Administration, Attendance, and Health: 4.2%, and Debt Services: 5.0%.
- Summary of reversion back to the City's General Fund; reversion back to the City of approximately \$30.4 million; noted the revenue sharing formula and figures presented are unaudited and subject to change; stated the July and August interim financial statements are abbreviated statements. The presentation continued with comments and questions regarding the amount of the reversion funds; resolution to be presented to the School Board on October 10 regarding the reversion funds; debt service; funds to spend on learning loss (ESSER); timeframe to spend funds; general category breakdown of spending funds (tutoring, literacy plan, attendance); additional funding from grants.
- C. WHRO Educational Services Update: Bert Schmidt, WHRO President and Chief Executive Officer, shared the following information with the School Board regarding WHRO services and programs; 2022-2023 Annual Impact Statement; shared WHRO Public Media coverage map; eMediaVA – features content from PBS Learning Media and more, access thousands of free, innovative, SOL-aligned digital learning resources and content; WHRO's Literacy van, the Batten Environmental van, and the STEM van; WHRO expanded online learning with a weekly online reading segment "Ms. Martha Reads"; professional development: more than 50 trainings were conducted, more than 1,400 educators from across the Commonwealth participated in these events; since 2007, various courses have been developed (example: Algebra I, Biology, Chemistry, English 9-12, Health and PE 9-10, VA and US History); Student Advisory Board; PBS KIDS Writers Contest; Spelling Bee; The Great Computer Challenge; return on investment. The presentation continued with brief comments regarding appreciation of information shared; 2022-2023 Annual Impact Statement; resources used as a teacher; and budget challenges.
- D. Standards of Learning Student Performance, A Closer Look – 2022-2023: Tracy LaGatta, Director of Student Assessment, Office of Planning, Innovation, and Accountability, provided the School Board information related to the

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2022-2023 Standards of Learning (SOL) Student Performance; provided an overview of the presentation – VDOE Annual SOL Pass Rate Data, Compare VBCPS Data to State Data and other divisions, support for areas of focus; mathematics pass rates for 2022-2023 ranged from 50% in Grade 7 mathematics to 96% in Algebra II; reading pass rates for 2022-2023 ranged from 75% in Grade 3 to 90% in Grade 11; writing pass rates for 2022-2023 ranged from 64% in Grade 8 to 82% in Grade 11; science pass rates for 2022-2023 ranged from 51% in Chemistry to 94% in Earth Science; noted only 188 students took the Chemistry SOL in 2022-2023 compared to approximately 570 in 2018-2019; history pass rates in 2022-2023 ranged from 31% in World History II to 82% in Grade 8 Civics and Economics; noted 660 students took World History II compared to a little over 3800 in 2018-2019. The presentation continued with reporting group summary in mathematics; pass rates in 2022-2023 ranged from 44% for students with disabilities to 91% for students in the Asian reporting group; reading pass rates in 2022-2023 ranged from 46% for English learners to 89% for students in the Asian reporting group; pass rate comparisons between VBCPS and The Commonwealth of Virginia: Virginia Beach exceeded the state pass rate on all grades 3-8 tests except for Grade 7 mathematics; noted that VBCPS encourages most Grade 7 students to take Pre-Algebra which is assessed by the Grade 8 math SOL test or Algebra I; end-of-course (EOC) assessments – Virginia Beach met or exceeded the state pass rates on all SOL tests in 2022-2023; Virginia Beach City Public School students as a group outperformed all other cities in all subject areas except for history where Chesapeake outperformed VBCPS by one percentage point; Chesapeake and VBCPS had the same pass rate for math; pass rates by subject and student group revealed: economically disadvantaged student in VBCPS had higher pass rates in all subject areas relative to local and comparable divisions, Hispanic students and English Language Learners in VBCPS had higher pass rates in all subject areas relative to comparable divisions.

The following accomplishments were shared: some pass rates continue to show improvement; the most recent Geometry, Algebra II and Earth Science scores are above pre-pandemic pass rates; VBCPS outperformed the state in most tests (28 out of 29); VBCPS outperformed comparable school divisions in reading, math, and science; VBCPS outperformed local school divisions in reading, writing, and science; reviewed areas of focus: mathematics – Grades 3-8, special emphasis on Grade 7; reading – Grades 3-8, special emphasis on Grade 3; science (exception on Earth Science); history – Virginia Studies (Grade 5), World Geography, World History I, World History II; students with disabilities, English Learners and African American students.

Matthew Delaney, Chief Schools Officer, continued the presentation; reviewed differentiated school support process; research based approach; division to school level – strategic action agenda, school concept map, plan for continuous improvement, observation and feedback; strategic action agenda: advancing educational equity (reviewing multiple sources of school level data to identify and address trends), integrated systems of support (strengthening Tier I instruction in all content areas with an emphasis on evidence based literacy and numeracy practices, use SEL data to inform decision making), future ready (increasing access to and success in advanced level coursework for all students, continuing to engage students in deeper learning experiences); plan for continuous improvement (PCI): goal, data justification, action steps, monitoring; observation and feedback: empower, validate, and grow teachers; aligned to the strategic action agenda, concept map, PCI; engaging in instructionally focused interactions with teachers; build a productive climate that has a positive impact on school and student outcomes.

Danielle Colucci, Chief Academic Officer, continued the presentation; strategic school support process – universal, targeted, intensive; universal support: check-ins, learning walks, curriculum resources, professional learning; targeted and intensive: increased meetings and 1-to-1 check-ins, targeted resources (example – Title I, Title II, ESSR, OPEC), differentiated professional learning with a focus in areas of need; the presentation continued with questions and comments regarding teaching as a science; continuous improvement; SOL scores; feedback to teachers; number of classroom visits (12,000); concept map at schools; struggles in math; tutoring; small class sizes; flexible in pacing; tutoring resources; tutoring suggestions – college students, partnership with local colleges/universities; tutoring funds; pre-pandemic scores; developing writing skills; reading and writing; and Virginia Beach Grade 3-8 pass rate comparisons.

- E. Additional Class Allowance: Consideration for Increase: Cheryl Woodhouse, Chief Human Resources Officer, presented the School Board information regarding increasing the additional class allowance for instructional staff; defined additional class allowance: provides compensation for teachers at the secondary level who volunteer to teach an additional class, teachers who take on another class give up their planning bell, to honor the course request of students when a contracted teacher is not available; types of courses: World Languages, Health and PE, Chorus/Band/Strings, other electives, core classes – English, math, science, history; shared proposed amounts: nine

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week course: \$2,125; semester course: \$4,250; year-long course: \$8,500; no additional funding needed, covered by current staff vacancies; the presentation continued with questions and comments regarding the allowance; great option to have; would allowance be retroactive; a way to help students and teachers; noted it was a collaborative effort.

- F. Policy Review Committee (PRC) Recommendations: That the School Board approve Policy Review Committee (PRC) recommendations regarding amendments or reviews of certain Bylaws and Policies from its September 14, 2023 meeting. School Board Attorney, Kamala H. Lannetti presented the following:
1. Bylaw 1-14/Compensation and Expenses: The PRC recommends updating language to make it align with changes recently made in other Bylaws and Policies and adding the ability to receive a data allowance in the amount of \$100 per month. There was a brief discussion regarding Code of Virginia 22.1-89 Management of funds; Code of Virginia 22.1-78 Bylaws and regulations; Code of Virginia 22.1-32 Salary of members; allowances; reimbursements; cost of services.
 2. Bylaw 1-36/Open Meetings: The PRC recommends changes to clarify when the School Board may meet by electronic communications and the requirements for School Board Members to participate in meetings remotely due to a medical condition or personal matter. There was a discussion regarding remote participation; the percentage of meetings (25%); total number of meetings over the year; how to calculate; concerns regarding School Board members who work full time; suggestion to exempt special meetings from the percentage; late arrival to a meeting; how long present at meeting; clarification on some points; suggestion to send back to the Policy Review Committee; virtual meetings and remote participation; clarification about personal matters – two meeting or up to 25% of the total meetings of the School Board; define the number of meetings and not use the percentage; need to define family members; need to be present/attend meetings; fiscal year verses calendar year, renews in January; vote on policy in December to implement in January; agreement with calendar year cycle; suggestion to eliminate the 25% from policy; keep the two personal reasons per year; it was determined Bylaw 1-36 will go back to the Policy Review Committee.
 3. Policy 3-71/Public-Private Education Facilities and Infrastructure Act Projects: The PRC recommends updating the name of the legal representative from the Office of the City Attorney to the School Board Attorney.
 4. Policy 4-43/Payment to Estate of Deceased Employees: The PRC recommends adding language to clarify that the payout of any and all remaining leave to an employee's estate will be at the full hourly equivalent, at per diem.
- G. 2023 Model Policy Updates: Ms. Anderson made a motion before the presentation, to allow Dr. Soltner to present these regulations without interruption during this part of the meeting, the information part, and for colleagues to hold their questions and viewpoints until the Action part of the agenda, wherein each Board Member will then be allowed to speak one time for or against the regulations or any amendment brought forward, seconded by Ms. Melnyk. A discussion followed regarding the motion; cannot support motion; information provided to the public; reviewing information; limiting conversation on topic; special meeting on September 25; suggestion to move topic to October 10 meeting; information presented on September 25; regulations; Superintendent to develop regulations. Ms. Melnyk made a substitute motion, that we revisit this (2023 Model Policy Updates) on October 10 for information only; seconded by Ms. Anderson. A discussion followed regarding the substitute motion; clarification on document versions; need for public to review documents; continue with topic for information tonight and move to action at a later date; against limiting discussion on topic; documents made available for inspection. Ms. Melnyk withdrew the substitute motion, and Ms. Anderson concurred. Ms. Melnyk made another substitute motion to have Dr. Soltner present the regulations as presented last night with edits this evening, Ms. Anderson seconded the substitute motion. A discussion followed regarding the consensus of the Board to have the regulations presented; will topic be on Action at the next meeting; involvement of the Board in the process; support for motion if voting on at next meeting; holding questions until end of presentation; possibility of making an a motion during the Action part of the agenda this evening; work of administration on topic; School Board needs to make a decision and ownership; support for topic on information tonight and action on October 10; need to vote on substitute motion; Ms. Melnyk restated the substitute motion – to proceed with the presentation by Dr. Soltner for information this evening, and the substitute motion was seconded by Ms. Anderson. Without further discussion, Chair Riggs called for a vote on the substitute motion. The School Board Clerk announced there were ten (10) ayes in favor of the substitute motion to proceed with the presentation by Dr. Soltner for information: Chair Riggs, Ms. Anderson, Ms. Brown, Mr. Callan, Mr. Culpepper, Ms. Franklin, Ms. Manning, Ms. Martin, Ms. Melnyk, and Ms. Owens. The substitute motion passed, 10-0-0.

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Dr. Soltner presented the following information to the School Board; reviewed the Model Policies timeline from July 18 through September 26; reviewed language and definitions ("parent" or "parents", "sex", "transgender student", "eligible student") approved by the School Board on September 12 as part of Policy 5-31; mentioned two existing policies: Policy 2-33 and 5-31, that are consistent with the Model Policy; reviewed language in section A – Maintenance of Safe/Supportive Learning Environment, noted language is consistent with the Model Policies; reviewed section B – Prevention of Bully/Harassment; section C – Maintenance of Student Records, noted that Policy Review Committee may be reviewing language based on the suggestion from another School Board member; section D – Identification of Students, use of nicknames, change to add a section "c" that reads "or commonly associated with the student's official name", noted adoption of exact language from the Model Policy in D6 into regulation 5-7.1; section E – Protection of Privacy/Confidentiality, noted recommendation for changes to wording in Policy 5-31 will need to go to Policy Review Committee; section F – Enforcement of Sex-Based Dress Codes, changes consistent with the Model Policy; section G – Participation in Sex-Specific Activities/Facilities, noted section C3 is verbatim to the language noted in G1 of the Model Policy, mentioned the change of the word "reasonable effort" to "every effort", change from "ADA" to "504 coordinator" to align with positions in VBCPS; section H – Athletics, proposed changes are consistent with the Model Policy; noted the term "consistent", in reference to school divisions adopting the Model Policies or revising existing policies and regulations to be consistent with the Model Policy.

The presentation continued with questions and comments regarding modifications to laws; Title IX; letter of the law verses spirit of the law; language "consistent" with Model Policy; gender identity; Human Rights Act; legal documents; pronouns; parent rights; in reference to section A4, agreement with – having administrator or counselor speaking with parents, teachers should not have the responsibility; bring parents back to education; Policy 5-31; nicknames and commonly associated names; athletics; biological sex; cannot support boys playing on girls teams; VHSL policy; VHSL appeal process; diversity; and compliance with law.

- H. Local Plan for the Education of the Gifted Update: Lorena Kelly, Ph.D., Executive Director of Elementary Teaching and Learning presented the School Board an update on the amendment of the Local Plan for the Education of the Gifted; reviewed items from August 8, 2023 School Board presentation: reviewed the gifted identification and Old Donation School (ODS) selection processes, reviewed an amendment to the Local Plan for the Education of the Gifted; reviewed the VBCPS Local Plan for the Education of the Gifted definition; reviewed timeline events: the Gifted Community Advisory Committee (GCAC) met on September 18, 2023 to provide feedback on the revised amendment, the School Board was provided with the revised amendment on September 21, 2023; reviewed amendment pages 70 and 72; amendment page 79 – reviewed documents to create profile: student achievement, standardized test scores, teacher information, GRT information, performance based task (Grade 1 only), student responses to interview questions (Grades 5-12); revised amendment page 80; amendment page 82 – use of four point rating scale: 4-consistently strong in all the application components, 3-strong in most of the application components, 2-shows strength in some application components, but not consistently, 1-few consistent areas of strength; amendment page 112 – additional statement for the amendment: when the plan is silent, the school administration has authorization to make reasonable interpretations with notice to the School Board.

The presentation continued with questions and comments regarding the raters; scoring; suggestion of higher percentile rating (i.e., 93% or 94%); rating scale – five point verses four point; three separate scorings; application and opt-out; number of gifted students; diversity; gifted meeting; admissions; gifted resources in schools; selection process; underserved communities; Gifted Community Advisory Committee; access to ODS; best interest of students.

- I. Bylaw 1-28: Governance Committee Matters – Draft Letter to Citizen: Recommendation that the School Board approve a recommended letter and course of action regarding a citizen's complaint about comments made after he concluded his public comments to the School Board on June 12, 2023; School Board members reviewed the letter; Ms. Melnyk provided some background information regarding the development of the letter; clarification on role of the School Board Clerk in regards to speakers; amendments to letter; complaint from citizen; need to have Vice Chair aware of changes to letter; suggestion to vote on letter as it was; no conclusion on who said the comment; to use version of letter as originally presented; letter is on Action agenda for tonight.
- J. Data Allowance for School Board Members: Chair Riggs mentioned the item is on the Action agenda and can be discussed then. There was no discussion on the topic under Information. See agenda item #15C.
- K. Recommended Appointments for Vacancies in Citizens' Advisory Committee – Special Education Advisory Committee: Recommended that the School Board approve appointments to Citizens' Advisory Committees – Special Education Advisory Committee due to current vacancies for a three-year term beginning October 11, 2023 and ending June 30,

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2026. Recommendations are listed as part of the Information agenda to fill voting member vacancies as follows:
Kellie Vanella, Jessica Crawford, and Megan Davis; Alternates: Jodi Duncan, and Dana Love.

- 13. Return to public comments if needed:** The Public Comments resumed at 11:54 p.m. and concluded at 12:12 a.m. on Wednesday, September 27, 2023. See agenda item #11 for topics discussed.
- 14. Consent Agenda:** Before Chair Riggs read the items on the Consent Agenda, Ms. Brown called a point of order; mentioned the prior vote on the approval of the agenda; Bylaw 1-40 Section A; parliamentary procedures from Robert's Rules of Order; a brief discussion followed regarding the parliamentary procedures; moving of item 14A2; the School Board Clerk called a point of order to mention the Chair did not have a chance to read the Consent Agenda items prior to Ms. Brown's call for a point of order; Chair Riggs read the following items on the Consent Agenda:
- A. Resolutions:
1. Filipino American History Month: Recommended that the School Board approve a resolution recognizing Filipino American History Month.
 2. LGBTQIA+ History Month: Recommended that the School Board approve a resolution recognizing LGBTQIA+ Month. Note: moved to Action Agenda item #15F – see below.
 3. Dyslexia Awareness Month: Recommended that the School Board approve a resolution recognizing October as Dyslexia Awareness Month.
 4. Bullying Prevention Month: Recommended that the School Board of the City of Virginia Beach proclaim October 2023 as Bullying Prevention Month.
 5. Disability History and Awareness Month: Recommended that the School Board approve a resolution recognizing October as Disability History and Awareness Month.
 6. Indigenous Peoples' Day: Recommended that the School Board approve a resolution recognizing Indigenous Peoples' Month.
- B. Budget Calendar and Revenue Sharing Formula: Recommended that the School Board review and approve the attached Budget Calendar for the FY 2024/25 Operating Budget and the 2024/25 – 2029/30 Capital Improvement Program.
- C. Recommendation of a General Contractor: Kempsville High School Roof Top Unit Replacement: Recommended that the School Board approve a motion authorizing the Superintendent to execute a contract with Comfort Systems of Virginia, Inc. for the Kempsville High School Roof Top Unit replacements in the amount of \$3,949,000.
- D. Religious Exemption(s): Recommended that the School Board approve Religious Exemption Case Nos. RE-23-01, RE-23-02, RE-23-03, RE-23-04, RE-23-05, RE-23-06, RE-23-07 and RE-23-08.

After reading the items on the Consent Agenda, Chair Riggs asked if there were any objections to voting on the Consent Agenda items; Ms. Manning requested to move item A2 to the Action Agenda; noted it will be item #15F on the Action Agenda. Hearing no other requests to move items to the Action Agenda, Chair Riggs called for a motion to approve the Consent Agenda. Ms. Franklin made the motion, seconded by Ms. Martin. Chair Riggs called for a vote to approve the Consent Agenda: The School Board Clerk announced there were ten (10) ayes in favor of the motion to approve the Consent Agenda: Chair Riggs, Ms. Anderson, Ms. Brown, Mr. Callan, Mr. Culpepper, Ms. Franklin, Ms. Manning, Ms. Martin, Ms. Melnyk, and Ms. Owens. The motion passed, 10-0-0.

Ms. Franklin read the following resolution:

RESOLUTION
Filipino American History Month
October 2023

WHEREAS, one of our nation's greatest strengths is its vast diversity, which enables Americans to see the world from many viewpoints; and

WHEREAS, Filipino Americans are the second largest Asian American group in the nation and the City of Virginia Beach has the highest percentage of Filipino Americans in Virginia; and

WHEREAS, through the study of their contributions, all students may find role models whose participation, commitment and achievement embodies the American spirit and ideals; and

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WHEREAS, the School Board of the City of Virginia Beach recognizes the importance of multicultural diversity education within our school division; and

WHEREAS, in 2009, the U.S. Congress recognized October as Filipino American History Month in the United States;

NOW, THEREFORE, BE IT

RESOLVED: That the School Board of the City of Virginia Beach officially recognizes the month of October 2023 as Filipino American History Month, whose theme is "1898: Recognizing 125 Years of Philippine-American History"; and be it

FURTHER RESOLVED: That the School Board of the City of Virginia Beach encourages all citizens to support and participate in various school activities during Filipino American History Month; and be it

FINALLY RESOLVED: That a copy of this resolution be spread across the official minutes of this Board.

Adopted by the School Board of the City of Virginia Beach this 27th day of September 2023

Ms. Brown read the following resolution:

RESOLUTION
Dyslexia Awareness Month
October 2023

WHEREAS, dyslexia is a language-based learning disability that causes difficulties with reading, writing, spelling, and word pronunciation; and

WHEREAS, the onset and severity of dyslexia varies for each individual; and

WHEREAS, it takes individuals with dyslexia longer to process phonemic information, thus affecting academic growth, achievement, and self-esteem; and

WHEREAS, it is important to provide effective teaching approaches and educational intervention strategies for individuals with dyslexia; and

WHEREAS, Dyslexia Awareness Month is an opportunity to acknowledge educators utilizing effective teaching strategies, and to celebrate the many achievements of adolescents, students and adults with dyslexia; and

WHEREAS, the School Board of the City of Virginia Beach is committed to a continued focus on educating students, parents, and school staff about effective teaching strategies to address the needs of students with learning disabilities;

NOW, THEREFORE, BE IT

RESOLVED: That the School Board of the City of Virginia Beach designates the month of October to be Dyslexia Awareness Month; and be it

FURTHER RESOLVED: That strategies and interventions to address the needs of students with learning disabilities be ongoing in Virginia Beach City Public Schools; and be it

FURTHER RESOLVED: That a copy of this resolution be spread across the official minutes of this Board.

Adopted by the School Board of the City of Virginia Beach this 27th day of September, 2023

Mr. Callan read the following resolution:

RESOLUTION
Bullying Prevention Month
October 2023

WHEREAS, school bullying has become an increasingly significant problem in the United States and Virginia; and

WHEREAS, over twenty percent of the youth in the United States are estimated to be involved in bullying each year, either as a bully or as a victim; and

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WHEREAS, students who experience bullying are at increased risk for depression, anxiety, sleep difficulties, lower academic achievement, and dropping out of school; and

WHEREAS, bullying can take many forms, including verbal, physical, and most recently in cyberspace, and can happen in many places on and off school grounds; and

WHEREAS, it is important for Virginia Beach parents, students, school counselors, teachers, and school administrators to be aware of bullying, and to encourage discussion of the problem as a school community; and

WHEREAS, the School Board of the City of Virginia Beach has developed a policy on antibullying to encourage positive behaviors and to eliminate bullying behaviors; and

WHEREAS, Virginia Beach City Public Schools, through sustained and dedicated efforts, has implemented programs for all employees and students that recognizes a deep commitment at all levels to raise awareness of bullying and its prevention;

NOW, THEREFORE, BE IT

RESOLVED: That the School Board of the City of Virginia Beach recognizes the month of October 2023, as Bullying Prevention Month in the Virginia Beach City Public Schools, and be it

FURTHER RESOLVED: That the issue of bullying and its prevention be discussed in Virginia Beach City Public Schools classrooms during this time, and be it

FURTHER RESOLVED: That a copy of this resolution be spread across the official minutes of this Board.

Adopted by the School Board of the City of Virginia Beach this 27th day of September, 2023

Ms. Melnyk read the following resolution:

RESOLUTION
Disability History and Awareness Month
October 2023

WHEREAS, Americans with Disability Act of 1990 was founded on four principles: inclusion, full participation, economic self-sufficiency and equality of opportunity for all people with disabilities; and

WHEREAS, the Virginia General Assembly has designated the month of October as Disability History and Awareness Month to increase public awareness and respect for persons with disabilities; to inform the public concerning their many contributions to society; and to emphasize the abilities and rights of persons with disabilities rather than their exceptionalities; and

WHEREAS, public schools, institutions of higher education, the business community, civic organizations and other interested entities are encouraged to promote Disability History and Awareness Month in the Commonwealth of Virginia; and

WHEREAS, the Virginia Department of Education's 2022-2023 Virginia State Quality Profile reported the Virginia public school divisions served 174,315 students with disabilities under the Individuals with Disabilities Education Act and the Virginia Beach City Public Schools 2022-2023 Quality Profile reported the division served 8,464 students with disabilities under the Individuals with Disabilities Education Act; and

WHEREAS, Virginia Beach City Public Schools believes in having the highest expectations for students with disabilities and believes that students with disabilities make significant academic and social progress when educated, as appropriate, in general education environments; and

WHEREAS, it is necessary to increase public awareness, knowledge, and understanding of disabilities, the rights of persons with disabilities, and to foster a culture of mutual respect and equal opportunities for all in our schools, businesses, and communities;

NOW, THEREFORE, BE IT

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RESOLVED: That the School Board of the City of Virginia Beach officially recognizes the month of October 2023 as Disability History and Awareness Month; and be it

FURTHER RESOLVED: That the School Board of the City of Virginia Beach encourages all citizens to support and participate in the various school activities during Disability History and Awareness Month; and be it

FURTHER RESOLVED: That a copy of this resolution be spread across the official minutes of this Board.

Adopted by the School Board of the City of Virginia Beach this 27th day of September, 2023

Ms. Manning read the following resolution:

**RESOLUTION
Indigenous Peoples' Day
October 2023**

WHEREAS, the School Board recognizes that Native Americans have lived and thrived in North America from time immemorial; and

WHEREAS, the School Board recognizes that Indigenous people contribute to the academic, economic, and cultural success and well-being of the City of Virginia Beach and Commonwealth each and every day; and

WHEREAS, the School Board values the many contributions made to our community by Indigenous people; and the deep cultural contributions that have substantially shaped the character of the City of Virginia Beach; and

WHEREAS, Indigenous people in America have often suffered persecution and removal from their homelands at the hands of governing bodies and through the colonization and settlement of America; and

WHEREAS, the School Board supports the resilience of Indigenous people to thrive and prosper to the present day; and

WHEREAS, the School Board promotes the closing of the equity gaps for Indigenous people through policies and practices that promote the culture, history and their many contributions in society;

NOW, THEREFORE, BE IT

RESOLVED: That the School Board of the City of Virginia Beach officially recognize the second Monday in October 2023, as Indigenous Peoples' Day, and be it

FURTHER RESOLVED: that all schools and our community are encouraged to support and celebrate the resilience of our tribal communities on Indigenous Peoples' Day, and be it

FINALLY RESOLVED: That a copy of this resolution be spread across the official minutes of this Board.

Adopted by the School Board of the City of Virginia Beach this 27th day of September 2023

15. Action

- A. Personnel Report / Administrative Appointments: Chair Riggs called for a motion to approve the September 26, 2023 personnel report and administrative appointments. Ms. Melnyk made the motion, seconded by Ms. Franklin that the School Board approve the appointments and the acceptance of the resignations, retirements, and other employment actions as listed on the September 26, 2023 personnel report along with the administrative appointments as recommended by the Acting Superintendent. Without discussion, Chair Riggs called for a vote to approve the September 26, 2023 personnel report and administrative appointments. The School Board Clerk announced there were ten (10) ayes in favor of the motion to approve the September 26, 2023 personnel report and administrative appointments: Chair Riggs, Ms. Anderson, Ms. Brown, Mr. Callan, Mr. Culpepper, Ms. Franklin, Ms. Manning, Ms. Martin, Ms. Melnyk, and Ms. Owens. The motion passed, 10-0-0.
Donald E. Robertson, Ph.D., Acting Superintendent, mentioned the following: Tina L. Mazzacane, Coordinator, K-12 State Mathematics, Virginia Department of Education as Coordinator, Secondary Mathematics, Department of Teaching and Learning.
- B. Additional Class Allowance: Chair Riggs called for a motion to approve increasing the additional class allowance for instructional staff from \$5,600 (five thousand six hundred dollars) to \$8,500 (eight thousand five hundred dollars);

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Ms. Brown made the motion, seconded by Ms. Anderson. Without discussion, Chair Riggs called for a vote to approve increasing the additional class allowance for instructional staff from \$5,600 (five thousand six hundred dollars) to \$8,500 (eight thousand five hundred dollars.) The School Board Clerk announced there were ten (10) ayes in favor of the motion to approve increasing the additional class allowance for instructional staff from \$5,600 (five thousand six hundred dollars) to \$8,500 (eight thousand five hundred dollars): Chair Riggs, Ms. Anderson, Ms. Brown, Mr. Callan, Mr. Culpepper, Ms. Franklin, Ms. Manning, Ms. Martin, Ms. Melnyk, and Ms. Owens. The motion passed, 10-0-0.

- C. Data Allowance for School Board Members: Chair Riggs called for a motion to approve the request to add \$100.00 (one hundred dollars) a month allowance to offset cost for data communications costs on personal devices to conduct the business of the School Board. Ms. Melnyk made the motion, seconded by Ms. Anderson. There was a discussion regarding the data allowance; Bylaw 1-14 discussed during information; reason for action; voted at last meeting to bring topic back for action; Ms. Brown made a substitute motion to move Bylaw 1-14 to Action item #15G and that we strike item #15C so that we can vote on that tonight, seconded by Ms. Melnyk. Without further discussion, Chair Riggs called for a vote. The School Board Clerk announced there were ten (10) ayes in favor of the substitute motion to move Bylaw 1-14 to Action item #15G and strike item #15C: Chair Riggs, Ms. Anderson, Ms. Brown, Mr. Callan, Mr. Culpepper, Ms. Franklin, Ms. Manning, Ms. Martin, Ms. Melnyk, and Ms. Owens. The substitute motion passed, 10-0-0.
- D. 2023 Model Policy Updates: It was discussed earlier in the meeting to remove the topic from the agenda. Chair Riggs called for a motion to take the 2023 Model Policy Updates off the agenda. Ms. Melnyk made the motion, seconded by Ms. Anderson. There was a brief discussion regarding clarity of motion; topic to be moved to Action at next School Board meeting; Ms. Melnyk amended motion – I move to remove Action letter (item) D off of Action and move it to the next School Board meeting on Action October 10; Ms. Anderson seconded the amended motion. A brief discussion followed regarding School Board member, Ms. Martin having jury duty and considerations if any changes are made to information, would have time to review. Without further discussion, Chair Riggs called for a vote on the amended motion to remove Action letter (item) D off of Action and move it to the next School Board meeting on Action October 10. The School Board Clerk announced there were ten (10) ayes in favor of the amended motion: Chair Riggs, Ms. Anderson, Ms. Brown, Mr. Callan, Mr. Culpepper, Ms. Franklin, Ms. Manning, Ms. Martin, Ms. Melnyk, and Ms. Owens. The amended motion passed, 10-0-0.
- E. Bylaw 1-28: Governance Committee Matters – Draft Letter to Citizen: Chair Riggs called for a motion to approve the recommended letter without any edits and course of action regarding a citizen's complaint about comments made after he concluded his public comments to the School Board on June 12, 2023. Ms. Melnyk made the motion, seconded by Ms. Brown. There was a brief discussion regarding the letter; no changes to letter; clarification on which letter; the letter has no edits; Vice Chair Weems aware of letter, helped to draft letter. Without further discussion, Chair Riggs called for a vote to adopt the letter to be sent to Mr. Jerome Bell as it is without any edits. The School Board Clerk announced there were nine (9) ayes in favor of the motion: Ms. Anderson, Ms. Brown, Mr. Callan, Mr. Culpepper, Ms. Franklin, Ms. Manning, Ms. Martin, Ms. Melnyk, and Ms. Owens. There was one (1) nay opposed to the motion: Chair Riggs. The motion passed, 9-1-0.
- F. Resolution: LGBTQIA+ History Month: Recommended that the School Board approve a resolution recognizing LGBTQIA+ Month. Note: resolution moved from Consent Agenda item #14A2. Ms. Anderson made a motion that we read and vote on the resolution (LGBTQIA+ History Month), seconded by Ms. Martin. Without discussion, Chair Riggs called for a vote on the motion. The School Board Clerk announced there were six (6) ayes in favor of the motion: Chair Riggs, Ms. Anderson, Ms. Franklin, Ms. Martin, Ms. Melnyk, and Ms. Owens. There were four (4) nays opposed to the motion: Ms. Brown, Mr. Callan, Mr. Culpepper, and Ms. Manning. The motion passed, 6-4-0.

Ms. Anderson read the following resolution:

RESOLUTION
LGBTQIA+ Month
October 2023

WHEREAS, the School Board requires that all students and staff have a safe and supportive learning and work environment free from discrimination and harassment; and

WHEREAS, the School Board recognizes that LGBTQIA+ students, staff and their families are important members of the Virginia Beach City Public Schools community and values their inclusion and contributions; and

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WHEREAS, the School Board acknowledges that LGBTQIA+ students and staff are subject to many challenges that contribute to higher rates of isolation, depression, bullying, discrimination and harassment, and suicidal ideations or attempts; and

WHEREAS, the School Board has adopted policies and the School Division has implemented regulations and practices to prohibit bullying, discrimination and harassment based on sex, gender identity, gender expression and sexual orientation; and

WHEREAS, the School Board supports the needs and rights of LGBTQIA+ students, staff and their families to ensure that their learning and work experiences in Virginia Beach City Public Schools are free from bullying, harassment and discrimination.

NOW THEREFORE, BE IT

RESOLVED: That the School Board of the City of Virginia Beach officially recognizes the month of October 2023, as LGBTQIA+ month; and be it

FURTHER RESOLVED: That the School Board of the City of Virginia Beach will comply with state and federal laws and regulations regarding anti-bullying, non-discrimination and nonharassment of LGBTQIA+ persons; and be it

FINALLY RESOLVED: That a copy of this resolution be spread across the official minutes of this Board.

Adopted by the School Board of the City of Virginia Beach this 27th day of September 2023

- G. Bylaw 1-14/Compensation and Expenses: Note: motion made under Action Agenda item #15C. Chair Riggs called for a motion to approve Bylaw 1-14. Ms. Melnyk made the motion, seconded by Ms. Anderson. There was a brief discussion regarding Bylaw 1-14; School Board members will have the option to elect compensation; salary for School Board members; need for internet to perform job tasks. Without further discussion, Chair Riggs called for a vote to approve Bylaw 1-14. The School Board Clerk announced there were eight (8) ayes in favor of the motion to approve Bylaw 1-14: Chair Riggs, Ms. Anderson, Mr. Callan, Ms. Franklin, Ms. Manning, Ms. Martin, Ms. Melnyk, and Ms. Owens. There were two (2) nays opposed to the motion to approve Bylaw 1-14: Ms. Brown and Mr. Culpepper. The motion passed, 8-2-0.

16. **Committee, Organization or Board Reports:** Ms. Martin mentioned the Legislative Committee met on September 18, had an update from Joel Andrus, seeking input from Board members for legislative agenda that we would adopt in December, hold tentative date of December 14 for legislative breakfast; Ms. Franklin mentioned emailed she shared with the School Board regarding Technical and Career Education Center, course offerings available at Technical and Career Education; Ms. Anderson mentioned visiting Tallwood High School as part of Sister Cities, students visiting from Northern Ireland, the students did a presentation at Tallwood HS, enjoyed visiting the school system.

Chair Riggs recessed the meeting at 12:56 a.m. on Wednesday, September 27, 2023. The School Board members took a short break before returning to the Administrative, Informal, Workshop and Closed Session. Note: School Board member, Ms. Owens left the meeting at 12:56 a.m.

17. **Return to Administrative, Informal, Workshop or Closed Session matters:** The School Board reconvened at 1:06 a.m. in the Holland Road Annex/Einstein Lab.

D. Forecast of Regular School Board Meeting Agenda Topics FY 24 – Second Quarter: October, November, December: Donald E. Robertson, Ph.D., Acting Superintendent presented the School Board the Administration's forecast of agenda topics to be presented at School Board meetings during the second quarter: October, November, and December of the 2023-2024 school year; mentioned the addition of the Model Policy Update on October 10; reviewed upcoming workshop topics: October 10 – Department of Teaching and Learning Update; October 24 – Digital Literacy Update, Strategic Planning Process; November 14 – PPEA Interim Agreement Update, Calendar Timeline for 2024-2025; mentioned Joint Five-Year Forecast Presentation on November 21; November 28 – Facilities Update; December 12 – Project Financing/PPEA, Budget Workshop; there was a brief discussion regarding agenda topics; how the topics are chosen; some topics are annual; questions from School Board members; formal request from School Board members; topics from summer retreat; agenda planning with School Board Chair, Vice Chair and Superintendent; Policy Review Committee recommendations.

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At 1:17 a.m. on Wednesday, September 27, 2023, Ms. Melnyk made the following motion, seconded by Ms. Brown that the School Board recess into Closed Session in accordance with the exceptions to open meetings law set forth in Code of Virginia §2.2-3711, Part A, Paragraph 1, 7, and 8, as amended, to deliberate on the following matters:

1. Discussion, consideration, or interviews of prospective candidates for employment; assignment, appointment, promotion, performance, demotion, salaries, disciplining, or resignation of specific public officers, appointees, or employees of any public body; and evaluation of performance of departments or schools of public institutions of higher education where such evaluation will necessarily involve discussion of the performance of specific individuals.
7. Consultation with legal counsel and briefings by staff members or consultants pertaining to actual or probable litigation, where such consultation or briefing in open meeting would adversely affect the negotiating or litigating posture of the public body. For the purposes of this subdivision, "probable litigation" means litigation that has been specifically threatened or on which the public body or its legal counsel has a reasonable basis to believe will be commenced by or against a known party. Nothing in this subdivision shall be construed to permit the closure of a meeting merely because an attorney representing the public body is in attendance or is consulted on a matter.
8. Consultation with legal counsel employed or retained by a public body regarding specific legal matters requiring the provision of legal advice by such counsel. Nothing in this subdivision shall be construed to permit the closure of a meeting merely because an attorney representing the public body is in attendance or is consulted on a matter.

Namely to discuss:

That the School Board recess into Closed Session in accordance with the exceptions to open meetings law set forth a meeting merely because an attorney representing the public body is in attendance or is consulted on a matter.

Namely to discuss:

- A. Status of employee matters: teacher revocation; employee ADA complaint; status of hiring certain administrators.
- B. Status of pending litigation or administrative cases.
- C. Consultation with legal counsel regarding probable litigation and pending litigation matters.

Chair Riggs called for a vote. The School Board Clerk announced there were eight (8) ayes in favor of the motion to recess into Closed Session: Chair Riggs, Ms. Anderson, Ms. Brown, Mr. Callan, Ms. Franklin, Ms. Manning, Ms. Martin, and Ms. Melnyk. The motion passed, 8-0-0.

The School Board recessed into Closed Session at 1:20 a.m., on Wednesday, September 27, 2023.

Individuals present for discussion in the order in which matters were discussed:

- A. Status of employee matters: teacher revocation; employee ADA complaint; status of hiring certain administrators: School Board members: Chair Riggs, Ms. Anderson, Ms. Brown, Mr. Callan, Ms. Franklin, Ms. Manning, Ms. Martin, and Ms. Melnyk; Kamala H. Lannetti, School Board Attorney; and Regina M. Toneatto, School Board Clerk.
- B. Status of pending litigation or administrative cases; and
- C. Consultation with legal counsel regarding probable litigation and pending litigation matters: School Board members: Chair Riggs, Ms. Anderson, Ms. Brown, Mr. Callan, Ms. Franklin, Ms. Manning, Ms. Martin, and Ms. Melnyk; Kamala H. Lannetti, School Board Attorney; and Regina M. Toneatto, School Board Clerk.

The School Board reconvened at 1:35 a.m., on Wednesday, September 27, 2023.

Certification of Closed Session: Ms. Melnyk read the Certification of Closed Session:

WHEREAS, the School Board of the City of Virginia Beach has convened a closed meeting on this date pursuant to an affirmative recorded vote and in accordance with the provisions of the Virginia Freedom of Information Act; and

WHEREAS, Section 2.2-3712 (D) of the Code of Virginia requires a certification by this School Board that such closed meeting was conducted in conformity with Virginia law.

School Board of the City of Virginia Beach
Holland Road Annex
2323 Holland Road
Virginia Beach, VA 23453

Tuesday, September 26, 2023
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NOW, THEREFORE, BE IT RESOLVED that the School Board of the City of Virginia Beach hereby certifies that, to the best of each member's knowledge, (i) only public business matters lawfully exempted from open meeting requirements by Virginia law were discussed in the closed meeting to which this certification applies, and (ii) only such public business matters as were identified in the motion by which the closed meeting was convened were heard, discussed, or considered.

Ms. Franklin made the motion, seconded by Mr. Callan for Certification of Closed Session. Chair Riggs called for a vote. The School Board Clerk announced there were eight (8) ayes in favor of the motion for Certification of Closed Session: Chair Riggs, Ms. Anderson, Ms. Brown, Mr. Callan, Ms. Franklin, Ms. Manning, Ms. Martin, and Ms. Melnyk. The motion passed, 8-0-0.

Chair Riggs made the following motion: the School Board directs the Acting Superintendent or designees to meet with Mr. St. Clair Jones and to take appropriate actions to provide ADA compliant restrooms or portable restrooms at school division high school sporting facilities within a reasonable time frame. Ms. Martin seconded the motion. Without discussion, Chair Riggs called for a vote. The School Board Clerk announced there were seven (7) ayes in favor of the motion: Chair Riggs, Ms. Anderson, Ms. Brown, Mr. Callan, Ms. Franklin, Ms. Manning, and Ms. Martin. There was one (1) abstention to the motion: Ms. Melnyk. The motion passed, 7-0-1.

- 18. Adjournment:** Chair Riggs adjourned the meeting at 1:37 a.m., on Wednesday, September 27, 2023.

Respectfully submitted:

Regina M. Toneatto, Clerk of the School Board

Approved:

Trenace B. Riggs, School Board Chair



VIRGINIA BEACH CITY PUBLIC SCHOOLS CHARTING THE COURSE

School Board Services

Trenace B. Riggs, Chair
District 1 – Centerville

Carolyn D. Weems, Vice Chair
District 9

Beverly M. Anderson
At-Large

Kathleen J. Brown
District 10

Michael R. Callan
District 6

David Culpepper
District 8

Jennifer S. Franklin
District 2 – Kempsville

Victoria C. Manning
At-Large

Staci R. Martin
District 4

Kimberly A. Melnyk
District 2

Jessica L. Owens
District 3 – Rose Hall

Donald E. Robertson, Ph.D., Acting Superintendent

School Board Regular Meeting MINUTES **Tuesday, October 10, 2023**

School Administration Building #6, Municipal Center
2512 George Mason Drive
P.O. Box 6038
Virginia Beach, VA 23456
(757) 263-1000

- 1. Administrative, Informal, and Workshop:** Chair Riggs convened the Administrative, Informal, and Workshop session at 4:02 p.m. on the 10th day of October 2023 and announced the members of the public will be able to observe the School Board meeting through live streaming on schoolboard.vbschools.com/meetings/live, broadcast on VBTV Channel 47, and on Zoom; welcomed members of the public both in person and online.

In addition to Donald E. Robertson, Ph.D., Acting Superintendent, the following School Board members were present in the School Board Chamber: Chair Riggs, Vice Chair Weems, Ms. Anderson, Ms. Brown, Mr. Callan, Mr. Culpepper, Ms. Franklin (arrived at 4:07 p.m.), Ms. Manning, Ms. Martin, Ms. Melnyk, and Ms. Owens.

- A. **School Board Administrative Matters and Reports:** Chair Riggs mentioned the following: seating capacity in the School Board Chamber, not as much as the Holland Road Annex; seating will be made available on a first-come, first-serve basis; there will be an overflow area if needed; members of security are in the building to assist; sign-up sheets for School Board members for VSBA Conference and October one-on-one meetings with Dr. Robertson; some School Board members are participating in a voluntary book study; School Board members can participate in a book study if there are no discussions concerning School Board business; and the Superintendent Search Survey has been extended through this week to allow more response opportunities; survey can be found at the top of the vbschools.com website or at www.vbschools.com/about/leadership/superintendent-search.
- B. **Department of Teaching and Learning Update:** Danielle Colucci, Chief Academic Officer, provided the School Board an update on curriculum and instruction from the Department of Teaching and Learning; overview of presentation context: SOL pass rates presentation (September 26, 2023), Teaching and Learning Update (October 10, 2023), State & Federal Accountability presentation (October 24, 2023); strategic alignment to ensure students are future ready, mentioned *Compass to 2025*, graduate profile; continuing to address student needs – teaching and learning framework: Plan (respond), Teach (respond), Assess (respond).
- Lorena Kelly, Ph.D., Executive Director, Elementary Teaching and Learning continued the presentation; English Language Arts – percentage of students that met PALS benchmark Spring 2023: 89% Kindergarten, 82% Grade 1, 81% Grade 2, 59% Grade 3; noted Grade 3 is optional – many students demonstrating on or above benchmark earlier in the year do not test; PALS Spring 2023 results – percent of VBCPS students scoring at or above PALS benchmarks: 89% Kindergarten, 82% Grade 1, 81% Grade 2, 58% Grade 3; noted Grade 3 is optional; shared examples of reading and writing response K-12 – Plan, Teach, Assess; shared example of elementary writing updates (Grade 5 Independent Writing); example of secondary writing updates; Math – Virginia Kindergarten Readiness Program (VKRP): division at 82% at or above benchmark; shared examples of mathematics response K-12 – Plan, Teach, Assess; example elementary math learning launch task – Let's Play Monopoly; secondary math rich task – bake sale

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fundraiser; Science and Social Studies – shared examples of science response K-12 – Plan, Teach, Assess; shared examples of social studies response K-12.

Roni Myers-Daub, Ed.D., Executive Director, Office of Programs for Exceptional Children continued the presentation; special education PreK-12 Support: Special Education Teacher Cohort – meet monthly, hybrid format; Professional Learning Communities – elementary cross-categorical self-contained teachers, Adapted Academic Foundations (AAF) and Functional Academic Foundations (FAF) teachers; additional Professional Learning opportunities for teachers – IEP Workshops, Crisis Prevention Institute – Verbal Intervention Training; quarterly essential session for new assistant principals and administrative assistants – IEP development and alignment, accommodations, specially designed instruction, graduation requirements/credit accommodations; support for new assistant principals with coaching special education teachers – three retired special educators hired to support new assistant principals with coaching, focus of coaching includes development of IEP goals and specially designed instruction; instructional materials purchased to support students with disabilities in the following areas: literacy, math, self-regulation/sensory, transition; furniture/equipment; shared examples of equipment.

Ms. Colucci continued the presentation; VDOE principal and teacher performance standards: professional knowledge, instructional planning, instructional deliver, assessment of/for student learning, learning environment, culturally responsive teaching and equitable practices, professionalism, student academic progress; brief summary of support from division to classroom level: ongoing, targeted professional learning, instructional coaching support, tutoring and staffing allocations, meaningful and empowering feedback; mentioned upcoming presentations – October 24 School Board meeting – State & Federal Accountability presentation, Virginia Literacy Act, 2023 Math Standards, All in Tutoring update; the presentation continued with questions and comments regarding writing practices; research-based writing; evidence-based literacy; kudos to PALS instructors; grant funds; suggestion for School Board members to receive information before the meeting; mentioned could provide documents in advanced but it would be in draft form; federal child care subsidy; Pre-K program and expanding; evaluating teachers; PALS; agreement with getting workshop materials in advance; including workshop presentations in the agenda packet.

2. **Closed Session:** At 4:57 p.m., Vice Chair Weems made the following motion, seconded by Ms. Melnyk that the School Board recess into Closed Session in accordance with the exceptions to open meetings law set forth in Code of Virginia §2.2-3711, Part A, Paragraph 1, 2, 7, and 8 as amended, to deliberate on the following matters:

1. Discussion, consideration, or interviews of prospective candidates for employment; assignment, appointment, promotion, performance, demotion, salaries, disciplining, or resignation of specific public officers, appointees, or employees of any public body; and evaluation of performance of departments or schools of public institutions of higher education where such evaluation will necessarily involve discussion of the performance of specific individuals.
2. Discussion or consideration of admission or disciplinary matters or any other matters that would involve the disclosure of information contained in a scholastic record concerning any student of any public institution of higher education in the Commonwealth or any state school system. However, any such student, legal counsel and, if the student is a minor, the student's parents or legal guardians shall be permitted to be present during the taking of testimony or presentation of evidence at a closed meeting, if such student, parents, or guardians so request in writing and such request is submitted to the presiding officer of the appropriate board.
7. Consultation with legal counsel and briefings by staff members or consultants pertaining to actual or probable litigation, where such consultation or briefing in open meeting would adversely affect the negotiating or litigating posture of the public body. For the purposes of this subdivision, "probable litigation" means litigation that has been specifically threatened or on which the public body or its legal counsel has a reasonable basis to believe will be commenced by or against a known party. Nothing in this subdivision shall be construed to permit the closure of a meeting merely because an attorney representing the public body is in attendance or is consulted on a matter.
8. Consultation with legal counsel employed or retained by a public body regarding specific legal matters requiring the provision of legal advice by such counsel. Nothing in this subdivision shall be construed to permit the closure of a meeting merely because an attorney representing the public body is in attendance or is consulted on a matter.

Namely to discuss:

- A. Pending student complaint.
- B. Appointments of certain staff members.
- C. Status of pending litigation or administrative cases.
- D. Consultation with legal counsel regarding probable litigation and pending litigation matters.

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Chair Riggs called for a vote. The School Board Clerk announced there were eleven (11) ayes in favor of the motion to recess into Closed Session. The motion passed unanimously, 11-0-0.

The School Board recessed into Closed Session at 5:01 p.m. in the School Board Chamber.

Individual present for discussion in the order in which matters were discussed:

- B. Appointments of certain staff members: School Board members: Chair Riggs, Vice Chair Weems, Ms. Anderson, Ms. Brown, Mr. Callan, Mr. Culpepper, Ms. Franklin, Ms. Manning, Ms. Martin, Ms. Melnyk, and Ms. Owens; Kamala H. Lannetti, School Board Attorney; Donald E. Robertson, Ph.D., Acting Superintendent; and Regina M. Toneatto, School Board Clerk.
- D. Consultation with legal counsel regarding probable litigation and pending litigation matters: Chair Riggs, Vice Chair Weems, Ms. Anderson, Ms. Brown, Mr. Callan, Mr. Culpepper, Ms. Franklin, Ms. Manning, Ms. Martin, Ms. Melnyk, and Ms. Owens; Kamala H. Lannetti, School Board Attorney; Donald E. Robertson, Ph.D., Acting Superintendent; and Regina M. Toneatto, School Board Clerk.
- C. Status of pending litigation or administrative cases: Chair Riggs, Vice Chair Weems, Ms. Anderson, Ms. Brown, Mr. Callan, Mr. Culpepper, Ms. Franklin, Ms. Manning, Ms. Martin, Ms. Melnyk, and Ms. Owens; Kamala H. Lannetti, School Board Attorney; Donald E. Robertson, Ph.D., Acting Superintendent; and Regina M. Toneatto, School Board Clerk.
- A. Pending student complaint: Chair Riggs, Vice Chair Weems, Ms. Anderson, Ms. Brown, Mr. Callan, Mr. Culpepper, Ms. Franklin, Ms. Manning, Ms. Martin, Ms. Melnyk, and Ms. Owens; Kamala H. Lannetti, School Board Attorney; Donald E. Robertson, Ph.D., Acting Superintendent; and Regina M. Toneatto, School Board Clerk.

The School Board reconvened at 5:33 p.m.

Certification of Closed Session: Vice Chair Weems read the Certification of Closed Session:

WHEREAS, the School Board of the City of Virginia Beach has convened a closed meeting on this date pursuant to an affirmative recorded vote and in accordance with the provisions of the Virginia Freedom of Information Act; and

WHEREAS, Section 2.2-3712 (D) of the Code of Virginia requires a certification by this School Board that such closed meeting was conducted in conformity with Virginia law.

NOW, THEREFORE, BE IT RESOLVED that the School Board of the City of Virginia Beach hereby certifies that, to the best of each member's knowledge, (i) only public business matters lawfully exempted from open meeting requirements by Virginia law were discussed in the closed meeting to which this certification applies, and (ii) only such public business matters as were identified in the motion by which the closed meeting was convened were heard, discussed, or considered.

Ms. Melnyk made the motion, seconded by Ms. Anderson for Certification of Closed Session. Chair Riggs called for a vote. The School Board Clerk announced there were eleven (11) ayes in favor of the motion for Certification of Closed Session. The motion passed unanimously, 11-0-0.

- 3. **School Board Recess:** Chair Riggs adjourned the Administrative, Informal, and Workshop Session at 5:35 p.m.
- 4. **Formal Meeting (School Administration Building #6 – School Board Room) 6:00 p.m.**
- 5. **Call to Order and Roll Call:** Chair Riggs convened the meeting of the School Board at the School Administration Building #6, School Board Chamber at 6:01 p.m. on the 10th day of October 2023 and welcomed members of the public both in person and online.

In addition to Donald E. Robertson, Ph.D., Acting Superintendent, the following School Board members were present in the School Board Chamber: Chair Riggs, Vice Chair Weems, Ms. Anderson, Ms. Brown, Mr. Callan, Mr. Culpepper, Ms. Franklin, Ms. Manning, Ms. Martin, Ms. Melnyk, and Ms. Owens.
- 6. **Moment of Silence followed by the Pledge of Allegiance**
- 7. **Student, Employee and Public Awards and Recognition:** There were no student, employee, or public awards presented at the meeting.

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- 8. Adoption of the Agenda:** Chair Riggs called for any modifications to the agenda as presented. Chair Riggs mentioned the moving of the September 26, 2023 Regular School Board Meeting minutes to the October 24, 2023 School Board meeting for approval. Hearing no other modifications, Chair Riggs called for a motion to accept the agenda as amended. Ms. Melnyk made the motion, seconded by Ms. Manning. Without discussion, Chair Riggs called for a vote to accept the agenda as amended. The School Board Clerk announced there were eleven (11) ayes in favor of the motion to accept the agenda as amended. The motion passed unanimously, 11-0-0.
- 9. Superintendent's Report (second monthly meeting) and recognitions (first and second monthly meetings):** Chair Riggs noted there was no Superintendent's Report this evening but there was a recognition. Dr. Robertson, Acting Superintendent, introduced the following appointment which was voted on and approved at the September 26, 2023 School Board meeting: Tina L. Mazzacane, Coordinator, K-12 State Mathematics, Virginia Department of Education as Coordinator, Secondary Mathematics, Department of Teaching and Learning.
- 10. Approval of Meeting Minutes**
- A. September 25, 2023, Special School Board Meeting: Chair Riggs called for any modifications to the September 25, 2023 special School Board meeting minutes as presented. Hearing none, Chair Riggs called for a motion to approve the September 25, 2023 minutes as presented. Ms. Anderson made the motion, seconded by Ms. Franklin. Without discussion, Chair Riggs called for a vote to approve the September 25, 2023 minutes as presented. The School Board Clerk announced there were eight (8) ayes in favor of the motion to approve the September 25, 2023 meeting minutes as presented: Chair Riggs, Ms. Anderson, Ms. Brown, Mr. Culpepper, Ms. Franklin, Ms. Martin, Ms. Melnyk, and Ms. Owens. There were three (3) abstentions: Vice Chair Weems, Mr. Callan, and Ms. Manning. The motion passed, 8-0-3.
- B. September 26, 2023, Regular School Board Meeting: See agenda item #8 – Adoption of the Agenda. The item was moved to the October 24, 2023 School Board meeting.
- 11. Public Comments (until 8:00 p.m.)**
Chair Riggs announced the School Board will hear public comments until 8:00 p.m. on matters relevant to PreK-12 public education in Virginia Beach and the business of the School Board and School Division. Chair Riggs mentioned information regarding speaker process and submitting comments via group email. There were forty-three (43) in person speakers (including fifteen (15) student speakers) and two (2) online speakers; topics discussed were Model Policies; student walkouts; safety of students; transgender students; LGBTQA community; VBCPS Core Values; student rights; parental rights; teacher shortage; preferred name and pronoun; teacher workload; gender identity; education of students; schools as a safe place; social media posts; gun violence; First Amendment; Policy Review Committee meeting; speaker time; student speakers; basic respect for transgender students; length of School Board meetings; bullying; lawsuits; mental health crisis; parental involvement in education; proposed regulations; nicknames; and preparing for meetings.
- The Public Comments concluded at 8:13 p.m.
- 12. Information**
- A. Budget Resolution Regarding FY22/23 Reversion and Revenue Sharing Formula Reconciliation: Crystal Pate, Chief Financial Officer provided the School Board information regarding the FY2022/23 reversion and revenue sharing formula reconciliation; reviewed breakdown of reversion funds: school operating fund reversion (excludes debt service and revenues over/under budget) \$21,535,205, represents 2.3% of the School Operating budget, unexpended debt service \$3,962,133, Federal revenue over budget \$4,937,704, State revenue under budget (\$9,099,435), sales tax over budget \$6,865,303, other revenues over budget \$1,703,752, Athletics Fund reversion \$264,685, and Green Run Collegiate fund reversion \$219,486; total FY 2022/23 reversion funds (unaudited) \$30,388,833; revenue sharing formula true up – per the Revenue Sharing Formula, if actual local tax revenues exceed the budgeted local tax revenues, the School Board may request that such funds be appropriated at the same time as the appropriation of reversion funds; FY 2022/23 City revenues underperformed the budget; the revenue sharing formula true up is (\$2,568,778); net available for reappropriation (unaudited) \$27,820,055; reviewed proposed spending plan: Capital Improvement Program \$16,570,055, School Reserve fund for use in the FY 2024/25 CIP \$11,000,000, and Athletics Fund \$250,000; next steps – October 24: School Board Action, November 14: present to the City Council, City Council Public Hearing, November 21: City Council Action.

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The presentation continued with questions and comments regarding funding for Princess Anne High School replacement; cost for Princess Anne High School; Five-Year Forecast; PPEA; current funding for Capital Improvement Program, approximately \$60 million each year; PFRB – Public Facilities Revenue Bond; athletic fund; and turf field replacements.

- B. 2023 Model Policy: Eugene F. Soltner, Ed.D., Chief of Staff presented the School Board information regarding the Model Policies; reviewed the Model Policies timeline from July 18 through October 10; provided clarification on student records, includes an electronic record and an additional cumulative paper record (includes health plans, IEP, transcripts, immunizations, etc.); student's cumulative record contains two components (electronic record and cumulative paper record); shared examples of student records; noted the sections for student's legal name and nickname; reviewed section 5-7.1.B:1 – Identification of Students; referenced the following: School personnel shall refer to each student using only the a) name that appears in the student's official record, b) a nickname that the eligible student or the parent of a minor student has designated in the student's official record, or (c) commonly associated with the name that appears in the student's official record...; noted - Any writing from the eligible student or parent of a minor student shall be memorialized in the student's official record...; shared examples of student records with commonly associated nickname; no pronoun fields in student's official record; section 5-7.1.B.3 noted added the language from the Model Policies section D4; section 5-44.2 – Student Participation in Sex-Specific Activities/Facilities, noted the following – differentiated restrooms from other facilities; proposed single use gender inclusive facilities will be made available to any student, no opt out is needed, under item A. Restrooms; item B. Locker rooms and changing facilities, reviewed the following - Students will use locker rooms and changing facilities that correspond to the student's sex as designated in the student's official record. Should state or federal law require...; section 6-56.1.F2 noted - Students will use the rooming, bathing, and changing facilities that align with the student's sex as designated in the student's official record...; gender identity has been removed; section 5-44.2 – noted have single use restrooms with signage already up; Athletics -section 5-49.1.B.6 - ... determined by the sex designated in the student's official records rather than the gender or gender identity; noted athletics are governed by the Virginia High School League; information previously shared regarding the VHSL appeal process; mentioned that school divisions may choose to revise existing policies and regulations to be consistent with the Model Policy. The presentation continued with questions and comments regarding commonly associated nicknames; concerns about names not commonly known; parents can provide a written request in regards to nickname; registration forms; current policies in effect; School Board – Policy Review Committee – policies – guidelines to operate system; VHSL policy; boys on girls sports; timeline to operationalize policies; biological sex; gender identity; concerns about nicknames; calling student by preferred name; and parent's rights.

13. Return to public comments if needed: As noted under Agenda item #11, Public Comments concluded at 8:13 p.m.

14. Consent Agenda: Chair Riggs read the following items on the Consent Agenda:

- A. Resolutions:
1. America's Safe Schools Week: Recommended that the School Board officially recognizes the week of October 15-21, 2023 as America's Safe Schools Week.
- B. Policy Review Committee (PRC) Recommendations: Recommended that the School Board approve Policy Review Committee (PRC) recommendations regarding amendments or reviews of certain Policies from its September 14, 2023 meeting.
1. Policy 3-71/Public-Private Education Facilities and Infrastructure Act Projects: The PRC recommends updating the name of the legal representative from the Office of the City Attorney to the School Board Attorney.
 2. Policy 4-43/Payment to Estate of Deceased Employees: The PRC recommends adding language to clarify that the payout of any and all remaining leave to an employee's estate will be at the full hourly equivalent, at per diem.
- C. Religious Exemption(s): Recommended that the School Board approve Religious Exemption RE-23-09.

After reading the items on the Consent Agenda, Chair Riggs asked if there were any objections to voting on the Consent Agenda items. Hearing none, Chair Riggs asked the resolution to be read for America's Safe Schools Week. Ms. Martin read the following resolution:

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RESOLUTION
America's Safe Schools Week

Oct. 15-21, 2023

WHEREAS, schools make substantial contributions to the future of America and to the development of our nation's young people as knowledgeable, responsible and productive citizens; and

WHEREAS, excellence in education is dependent on safe, secure and peaceful school settings; and

WHEREAS, the safety and well-being of many students, teachers and school staff should not be jeopardized by crime and violence in our schools; and

WHEREAS, it is the responsibility of all citizens to enhance the learning experiences of young people by helping to ensure fair and effective discipline, promote good citizenship, and generally make school safe and secure; and

WHEREAS, all leaders — especially those in education, law enforcement, government and business — should collaborate with each other to focus public attention on school safety and identify, develop and promote innovative answers to these critical issues; and

WHEREAS, numerous schools and school districts throughout the country, along with national programs, are among those innovative answers; and

WHEREAS, the observance of America's Safe Schools Week will substantially promote efforts to provide all our nation's schools with positive and safe learning climates;

NOW, THEREFORE, BE IT

RESOLVED: That the School Board of the City of Virginia Beach officially recognizes the week of Oct. 15-21, 2023 as America's Safe Schools Week; and be it

FURTHER RESOLVED: That the School Board of the City of Virginia Beach recognize Wednesday, Oct. 18, 2023, as School Resource Officer, Security Officer, School Security Officer, and Security Assistant Recognition Day; and be it

FURTHER RESOLVED: That a copy of this resolution be spread across the official minutes of this Board.

Chair Riggs called for a motion to approve the items on the Consent Agenda as presented. Ms. Melnyk made the motion, seconded by Ms. Anderson. Chair Riggs called for a vote to approve the Consent Agenda as presented. The School Board Clerk announced there were eleven (11) ayes in favor of the motion to approve the Consent Agenda as presented. The motion passed unanimously, 11-0-0.

15. Action

- A. Personnel Report / Administrative Appointments: Chair Riggs called for a motion to approve the October 10, 2023 personnel report and administrative appointments. Ms. Manning made the motion, seconded by Ms. Martin that that the School Board approve the appointments and the acceptance of the resignations, retirements, and other employment actions as listed on the October 10, 2023 personnel report along with the administrative appointments as recommended by the Acting Superintendent. Without discussion, Chair Riggs called for a vote to approve the October 10, 2023 personnel report and administrative appointments. The School Board Clerk announced there were eleven (11) ayes in favor of the motion to approve the October 10, 2023 personnel report and administrative appointments. The motion passed unanimously, 11-0-0.
Donald E. Robertson, Ph.D., Acting Superintendent, mentioned the following: Ebony S. Cherry, Administrative Assistant, Kempsville High School as Assistant Principal, Independence Middle School; and Cheritta F. Pridgen, Administrative Assistant, Bayside Middle School as Assistant Principal, Corporate Landing Middle School.
- B. Local Plan for the Education of the Gifted: Chair Riggs called for a motion to approve the proposed amendment to the Local Plan for the Education of the Gifted. Ms. Melnyk made the motion, seconded by Ms. Martin. Vice Chair Weems made the following substitute motion regarding the local plan for the education of the gifted – 1. That

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tonight the School Board approve those amendments to the Local Plan for the Education of the Gifted related to gifted identification as set forth in the attached document (see link below); 2. That at a date no later than February 27, 2024. The School Board make amendments to the Local Plan for the Education of the Gifted related to applicants to and recommendations for offering enrollment at Old Donation School. Whether amendments are made by February 27, 2024, the number of students offered enrollment at Old Donation School for the 2024-25 school year will not exceed the available seats at Old Donation School. The substitute motion was seconded by Ms. Melnyk. There was a brief discussion regarding support for the substitute motion; concerns regarding approval of plan and gifted advisory committee; recommendations from the committee; focus on working through in January. Without further discussion, Chair Riggs called for a vote on Vice Chair Weems' substitute motion. The School Board Clerk announced there were eleven (11) ayes in favor of the substitute motion. The substitute motion passed unanimously, 11-0-0.

(Link to document:

<https://resources.finalsite.net/images/v1697205422/vbschoolscom/y3sqgb3nmlz1dtjydeb0/ApprovedAmendGiftedPlan.pdf>

C. Recommended Appointments for Vacancies in Citizens' Advisory Committee – Special Education Advisory Committee:

Chair Riggs called for a motion to approve the appointments to Citizens' Advisory Committee – Special Education Advisory Committee due to current vacancies for a three-year term beginning October 11, 2023 and ending June 30, 2026. Ms. Manning made the motion, seconded by Ms. Melnyk. There was a brief comment regarding the SEAC meeting; impressed with the membership on the committee; thankful for committee and their service. Without further discussion, Chair Riggs called for a vote. The School Board Clerk announced there were eleven (11) ayes in favor of the motion to approve the appointments to Citizens' Advisory Committee – Special Education Advisory Committee due to current vacancies for a three-year term beginning October 11, 2023 and ending June 30, 2026. The motion passed unanimously, 11-0-0.

D. 2023 Model Policy: Chair Riggs called for a motion. Vice Chair Weems made a motion we adopt the model policy as presented by Dr. Soltner, seconded by Ms. Brown. There was a discussion regarding the model policy; Mr. Culpepper stated, I move to amend item 15D as follows to replace paragraph 5-49.1.B.6 with the following language:

5-49.1 B.6. Participation in athletic activities separated by sex

For athletic activities that are separated by sex, the appropriate participation of students shall be determined by sex rather than gender or gender identity. Reasonable modifications will be made only to the extent required by law. Students granted such reasonable modifications must also comply with the VHSL Rule 28A-8-1 transgender policy, as amended. The motion was seconded by Ms. Manning.

There was a discussion on the amendment regarding language proposed; sex as biological sex; participation in athletic activities, removed VHSL in the first sentence; reference to middle school and high school athletics; Policy 5-31; gender identity; biological boys playing in female sports; voting on regulations; School Board does not vote on regulations; middle school sports; noted that the middle schools operate under the Virginia Middle School League which falls under the Virginia High School League; girls on boys teams; international students; voting on model policies; support for the amendment. Without further discussion, Chair Riggs called for a vote on the amendment provided by Mr. Culpepper. The School Board Clerk announced there were nine (9) ayes in favor of the amendment: Chair Riggs, Vice Chair Weems, Ms. Anderson, Ms. Brown, Mr. Callan, Mr. Culpepper, Ms. Franklin, Ms. Manning, and Ms. Melnyk. There were two (2) nays opposed to the amendment: Ms. Martin and Ms. Owens.

There were brief comments regarding the work of the administration; thanks to Dr. Soltner; not voting for model policies – issue with not be able to address student in the manner they would like; Board governed by majority; appreciation for all the speakers; thanks to administration for all the work; acknowledge students. Without further discussion, Chair Riggs noted the vote is on the motion Ms. Weems made to approve the existing policies and regulation updates and determine how the School Board intends to proceed with complying with the Virginia Department of Education's 2023 Model Policies on Ensuring Privacy, Dignity, and Respect for All Students and Parents in Virginia Public Schools with the amendment that Mr. Culpepper made that passed for 15D to replace the paragraph 5-49.1B.6 with the following language regarding participation in athletic activities separated by sex (as noted above); Chair Riggs called for a vote. The School Board Clerk announced there were nine (9) ayes in favor of the motion: Chair Riggs, Vice Chair Weems, Ms. Brown, Mr. Callan, Mr. Culpepper, Ms. Franklin, Ms. Manning, Ms. Martin, and Ms. Melnyk. There was one (1) nay opposed to the motion: Ms. Owens. There was one (1) abstention: Ms. Anderson, not in favor of not being able to call a student by a name they prefer. The motion passed, 9-1-1.

School Board of the City of Virginia Beach
School Administration Building #6, Municipal Center
2512 George Mason Drive
Virginia Beach, VA 23456

Tuesday, October 10, 2023
School Board Regular Meeting
Page 8 of 8

Dr. Robertson, Acting Superintendent shared the following statement:

I would like to take a moment to thank every student who has taken the time to speak on this issue at School Board meetings for the last year. Your comments were well-written, articulated in a respectful manner, and clearly shared your concerns. I recognize that for some of you, this is not the outcome you had hoped for.

I would like to thank my team, particularly the committee comprised of Eugene Soltner, Matt Delaney, Bobby Jamison, and Kami Lannetti, assigned to revising existing policies and regulations that are consistent with the Model Policies; Kami Lannetti, school board attorney, for her legal guidance; and most importantly, to all School board members who have conscientiously been deliberating over the past two months on how best to implement the Model Policies in a manner that is consistent with the model policies released by the Governor. With tonight's vote of approval, we have a plan to proceed. Next steps will include publishing the revised policies and regulations, finalizing training for administrators and staff, creating communication plans for students and families, and preparing to initiate these changes at the beginning of the second quarter of the school year on November 8.

As we have heard over the past year, some students and parents have expressed great concern about what these changes could mean for them. I would like to ease their fears by reading first from the 2023 Model Policies document itself. I begin with the Purpose statement where it reads... (Read from actual Governor's Model Policies.) Next, I move to the Guiding Principles which include... (Read from actual Governor's Model Policies.)

Secondly, to any student with concerns about this decision, I ask you not to assume or underestimate the love your parents or guardians have for you. Parents work very hard to create the conditions where your lives will be easier and better than theirs; where your opportunities to accomplish your dreams are cleared of as many hurdles as possible as they have lived experiences that you have not yet experienced; and to give them a chance to be involved in your life.

To all students and staff in VBCPS, we will continue to create the conditions in all our schools that are welcoming and provide an optimal environment for teaching and learning. This means all students and staff will be treated with respect, regardless of their individuality.

Make no mistake, we will not tolerate bullying, harassment, or discrimination of any student based on their unique circumstances. We will enforce and uphold behavior expectations as noted in the Code of Student Conduct and the Discipline Guidelines.

Thank you again, and I look forward to moving forward.

16. **Committee, Organization or Board Reports:** Ms. Melnyk mentioned the Internal Audit Committee is meeting next week, Thursday, October 18; Ms. Owens shared an update, there will not be a PRC meeting this Thursday, October 12, the PRC met on October 9 due to some conflicts with schedules; Chair Riggs noted the Governance Committee meeting was moved to November 13 because of a conflict.
17. **Return to Administrative, Informal, Workshop or Closed Session matters:** See agenda item #2 regarding Closed Session.
18. **Adjournment:** Chair Riggs adjourned the meeting at 10:00 p.m.

Respectfully submitted:

Regina M. Toneatto, Clerk of the School Board

Approved:

Trenace B. Riggs, School Board Chair



Subject: Interim Financial Statements – September 2023 **Item Number:** 12A

Section: Information **Date:** October 24, 2023

Senior Staff: Crystal M. Pate, Chief Financial Officer

Prepared by: Daniel G. Hopkins, Director of Business Services

Presenter(s): Crystal M. Pate, Chief Financial Officer
Daniel G. Hopkins, Director of Business Services

Recommendations:

It is recommended that the School Board review the attached financial statements.

Background Summary:

Pursuant to Section 22.1-115 of the Code of Virginia, as amended, and other applicable sections, the enclosed Interim Financial Statements are presented.

Source:

Section 22.1-115 of the Code of Virginia, as amended

Budget Impact:

None



VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE

INTERIM FINANCIAL STATEMENTS
FISCAL YEAR 2023-2024
SEPTEMBER 2023

The financial statements include the following:

	<u>Page</u>
School Operating Fund:	
Revenues by Major Source	A1
Expenditures and Encumbrances by Category	A3
Expenditures and Encumbrances by Budget Unit	
within Category	A5
Revenues and Expenditures/Encumbrances Summary	B1
Balance Sheet	B2
Revenues by Account	B3
Special Revenue and Proprietary Funds:	
Athletics	B5
Cafeterias	B6
Textbooks	B7
Risk Management	B8
Communication Towers/Technology	B9
Grants	B10
Health Insurance	B13
Vending Operations	B14
Instructional Technology	B15
Equipment Replacement	B16
Capital Projects Funds Expenditures and Encumbrances	B17
Green Run Collegiate Charter School	B18

The financial statements are reported on a cash basis; however, the financial statements include encumbrances (e.g., purchase orders, construction contracts) and reflect the option-payroll (e.g., 10-month employees starting in September electing to be paid over 12-months (i.e., includes the appropriate amount of the July and August salary payments due)) on a monthly basis (September through June). This salary accrual is reflected in each appropriate salary line item within each cost center and fund for reporting and budgetary control purposes.

School Operating Fund

The School Operating Fund makes up the general operating fund of the School Board. The general fund is used to account for all of the financial resources (except those accounted for in the below funds) that support the Instruction; Administration, Attendance and Health; Pupil Transportation; Operations and Maintenance; and Technology categories.

School Operating Fund Revenues (pages B1, B3-B4)

Revenues realized this month totaled **\$81.3 million**. Of the amount realized for the month, **\$42.6 million** was realized from the City, **\$7.9 million** was received in state sales tax, and **\$26.9 million** was received from the Commonwealth of Virginia for Basic School Aid, Standards of Quality (SOQ) entitlements, and other State revenue. Funds from the Federal Government this month totaled **\$3,591,193** for Impact Aid.

School Operating Fund Expenditures (page B1)

The percent of the total current fiscal year budget expended and encumbered through this month was **19.58%**. The percent of expenditures and encumbrances to the total actual expenditures and encumbrances for the same period in FY 2023 was **20.50%**, and FY 2022 was **19.83%**. Please note that **\$15,955,706** of the current year budget is funded by the prior year fund balance for encumbrances.

Athletics Fund (page B5)

The Athletics Fund accounts for the revenues and expenditures associated with the middle and high school athletic programs. This fund has realized **\$93,405** (includes **\$90,915** in football receipts) this month or **92.3%** of the estimated revenue for the current fiscal year compared to **91.0%** of FY 23 actual. Expenditures totaled **\$473,335** for this month. This fund has incurred expenditures and encumbrances of **21.6%** of the current fiscal year budget compared to **25.7%** of the FY 23 actual. Please note that **\$58,851** of the current year budget is funded by the prior year fund balance for encumbrances.

Cafeterias Fund (page B6)

The Cafeterias Fund accounts for the revenues and expenditures associated with the school cafeteria operations of the School Division. The fund realized **\$1,317,586** (includes **\$825,608** for service charges and **\$336,575** for National School Lunch Program) this month or **4.8%** of the estimated revenue for the current fiscal year compared to **2.9%** of the FY 23 actual. Expenditures totaled **\$2,360,589** for this month. This fund has incurred expenditures and encumbrances of **9.8%** of the current fiscal year budget compared to **8.1%** of the FY 23 actual. Please note that **\$7,960,784** of the current year budget is funded by the prior year fund balance (**\$6,901,953**) and prior year fund balance for encumbrances (**\$1,058,831**).

Textbooks Fund (page B7)

The Textbooks Fund accounts for the financing and acquisitions of textbooks used in the School Division. The fund realized **\$419,690** (includes **\$414,351** from the Department of Education) this month or **25.7%** of the estimated revenue for the current fiscal year compared to the **25.0%** of the FY 23 actual. Expenditures totaled **\$1,012,637** for this month. This fund has incurred expenditures and encumbrances of **66.2%** of the budget for the current fiscal year compared to **60.9%** of the FY 23 actual. Please note that **\$1,792,814** of the current year budget is funded by the prior year fund balance (**\$1,572,037**) and prior year fund balance for encumbrances (**\$220,777**).

Risk Management Fund (page B8)

The Risk Management Fund accounts for and provides insurance and the administration thereof for the School Division. The fund realized **\$25,874** in revenue (includes **\$22,980** in interest) this month. Expenses for this month totaled **\$435,778** (includes **\$239,226** in Worker's Compensation payments and **\$73,423** in Motor Vehicle insurance premiums).

Communication Towers/Technology Fund (page B9)

The Communication Towers/Technology Fund accounts for the rent receipts relating to the communication towers constructed on School Board property. The fund realized **\$26,240** in revenue (includes **\$6,518** in tower rent-Cox High, **\$12,895** in tower rent-Tech Center, and **\$1,184** in tower rent-Woodstock Elementary) this month or **51.2%** of the estimated revenue for the current fiscal year compared to **42.2%** of FY 23 actual. Please note that **\$324,000** of the current year budget is funded by the prior year fund balance (**\$284,000**) and prior year fund balance for encumbrances (**\$40,000**).

Grants Fund (pages B10-B12)

The Grants Fund accounts for certain private, Commonwealth of Virginia, and Federal grants (with matching local funds, if required). A total of **\$8,330,367** in expenditures was incurred for various grants this month.

Health Insurance Fund (page B13)

The Health Insurance Fund accounts for the health insurance program and the administration thereof for the City and School Board employees. Revenues for this month totaled **\$16,177,715** (including City and School Board (employer and employee) premium payments). Expenses for this month totaled **\$14,785,682**. This includes medical and prescription drug claim payments for City and School Board employees.

Vending Operations Fund (page B14)

The Vending Operations Fund accounts for the receipts and expenditures relating to the soft drink vending operations in the School Division. A total of **\$853** in revenue (interest) has been realized this month or **0.7%** of the estimated revenue for the current fiscal year compared to **21.9%** of FY23 actual. Please note that **\$6,000** of the current year budget is funded by the prior year fund balance.

Instructional Technology Fund (page B15)

The Instructional Technology Fund accounts for the financing and acquisitions of instructional technology to assist in the integration of Technology into the K-12 curriculum. The fund realized **\$24,513** in revenue (interest) this month. Please note that the current year budget is funded by the prior year fund balance **(\$560,840)**.

Equipment Replacement Fund (page B16)

The Equipment Replacement Fund accounts for the financial resources provided for an equipment replacement cycle for selected capital equipment for schools and central offices. The fund realized **\$648** in revenue (interest) this month. Expenses for the month totaled **\$12,354**. Please note that **\$497,774** of the current year budget is funded by the prior year fund balance **(\$327,651)** and prior year fund balance for encumbrances **(\$170,123)**.

Capital Projects Funds (page B17)

The Capital Projects Funds accounts for the financial resources used for the construction of major capital facilities (e.g., schools). A total of **\$5,843,911** in expenditures was incurred for various school capital projects this month. This includes **\$850,299** for Princess Anne High School Replacement project, **\$329,790** for Lynnhaven Middle School Expansion, **\$325,646** for B. F. Williams and Bayside 6th Grade Replacement project, **\$728,420** for Bayside High School Replacement, **\$1,080,424** for Grounds Renovation and Replacement Phase III projects, and **\$1,071,635** for Reroofing Renovation and Replacement Phase III projects.

Green Run Collegiate Charter School Fund (page B18)

The Green Run Collegiate Charter School Fund accounts for the revenues and expenditures of this public charter school. The School Board is acting in the capacity of a third-party administrator/fiscal agent for all of the public charter school's financial transactions in compliance with School Board Policies and Regulations. The fund realized **\$4,363,929** in revenue for the current fiscal year (from School Operating Fund) or **100.0%** of the estimated revenue for the current fiscal year. This fund has incurred expenditures and encumbrances of **14.5%** of the current year fiscal year budget compared to **12.8%** of FY 23. Please note that **\$28** of the current year budget is funded by the prior year fund balance for encumbrances.

VIRGINIA BEACH CITY PUBLIC SCHOOLS
SUMMARY OF OPERATING BUDGET TRANSFERS NOT EXCEEDING \$250,000
September 1, 2023 through September 30, 2023

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Batch Entry Name	Description		Account From		Account To	Transfer Amount
24-09-04	To cover the Spikes Cavell contract.	FROM	Budget and Finance Other Purchased Services	TO	Procurement Services Other Purchased Services	\$ 20,000
24-09-05	Challenge funds for Bayside MS	FROM	Office of the Principal-Middle Other Purchased Services Schools	TO	Bayside MS Office of the Principal-Middle-Administrative Draw	\$ 10,292
24-09-05	Challenge funds for Bayside 6th Grade Campus	FROM	Office of the Principal-Middle Other Purchased Services Schools	TO	Bayside 6th Grade Campus Office of the Principal-Middle-Administrative Draw	\$ 5,146
24-09-07	To cover the purchase of a copier for the new building at Lynnhaven MS for an Achievable Dream Academy (AADA).	FROM	High Classroom Teacher HS	TO	High Classroom New Computer Equipment > \$5,000	\$ 6,000
24-09-08	To cover services exclusively for equipment maintained by Audiological Services.	FROM	Facilities and Maintenance Services Repair & Maintenance Supplies	TO	Audiological Services Repair & Maintenance Services - Equipment & Facility	\$ 6,750
24-09-09	To cover TEA request.	FROM	Tech and Career Ed Classroom Workshop	TO	Office of the Principal - Tech and Career Ed Part Time or Temp Instructional Social Security Taxes	\$ 10,129

VIRGINIA BEACH CITY PUBLIC SCHOOLS
INTERIM FINANCIAL STATEMENTS
SCHOOL OPERATING FUND

REVENUES

SEPTEMBER 2023

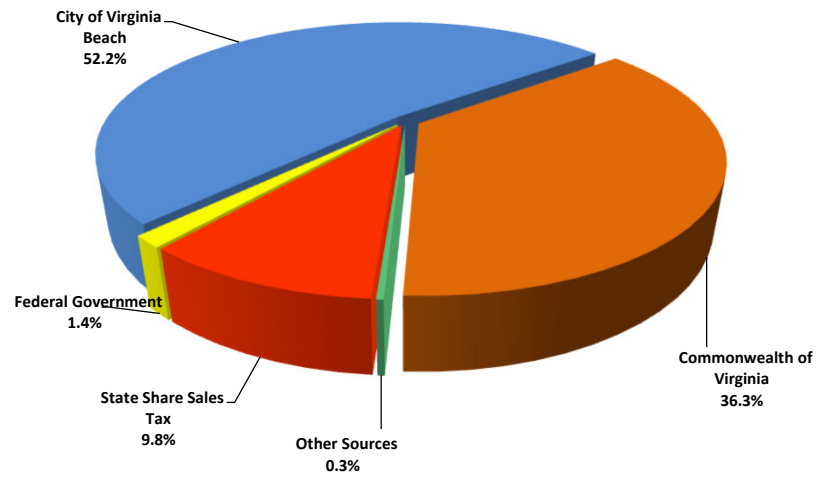
<i>BY MAJOR SOURCE</i>	FISCAL YEAR	(1) BUDGET	(2) ACTUAL THROUGH JUNE	(3) ACTUAL THROUGH MONTH	% OF (3) TO (1)	TREND *
<i>COMMONWEALTH OF VIRGINIA</i>	2024	356,416,372	<-----	80,616,812	22.62%	A
	2023	334,908,997	325,809,562	73,847,231	22.05%	
	2022	317,437,827	296,840,759	68,072,558	21.44%	
<i>STATE SALES TAX</i>	2024	95,578,220	<-----	14,494,041	15.16%	A
	2023	91,767,957	98,633,260	17,362,080	18.92%	
	2022	81,922,118	98,227,243	12,132,111	14.81%	
<i>FEDERAL GOVERNMENT</i>	2024	13,500,000	<-----	7,413,776	54.92%	A
	2023	13,500,000	18,437,704	5,581,330	41.34%	
	2022	13,500,000	17,115,879	5,604,879	41.52%	
<i>CITY OF VIRGINIA BEACH</i>	2024	512,019,244	<-----	127,820,926	24.96%	A
	2023	484,473,810	484,473,810	121,668,844	25.11%	
	2022	467,563,377	467,563,377	115,290,838	24.66%	
<i>OTHER SOURCES</i>	2024	3,232,803	<-----	1,097,352	33.94%	A
	2023	3,182,803	4,886,555	1,097,104	34.47%	
	2022	3,132,803	4,747,277	787,189	25.13%	
<i>SCHOOL OPERATING FUND TOTAL</i>	2024	980,746,639	<-----	231,442,907	23.60%	
	2023	927,833,567	932,240,891	219,556,589	23.66%	
	2022	883,556,125	884,494,535	201,887,575	22.85%	

* F=FAVORABLE, U=UNFAVORABLE, A=ACCEPTABLE

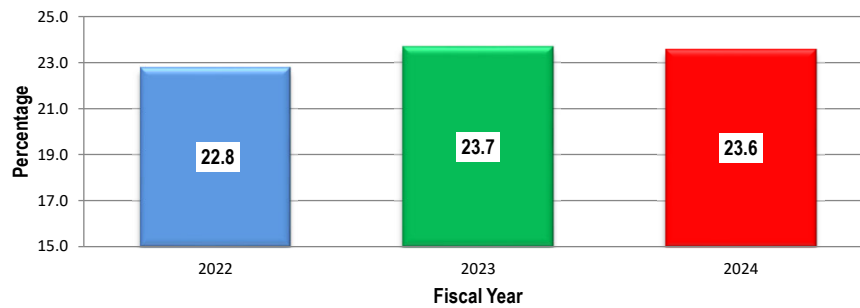
VIRGINIA BEACH CITY PUBLIC SCHOOLS
INTERIM FINANCIAL STATEMENTS
SCHOOL OPERATING FUND

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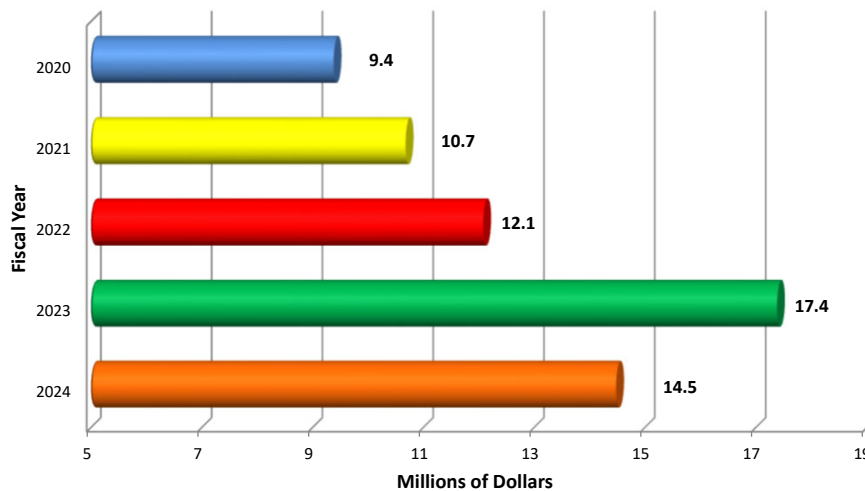
Fiscal Year 2024 Revenue Budget by Major Source



School Operating Fund Revenue
Percentage of Actual to Budget/Actual as of September 30, 2023



State Sales Tax Revenue through September 30, 2023



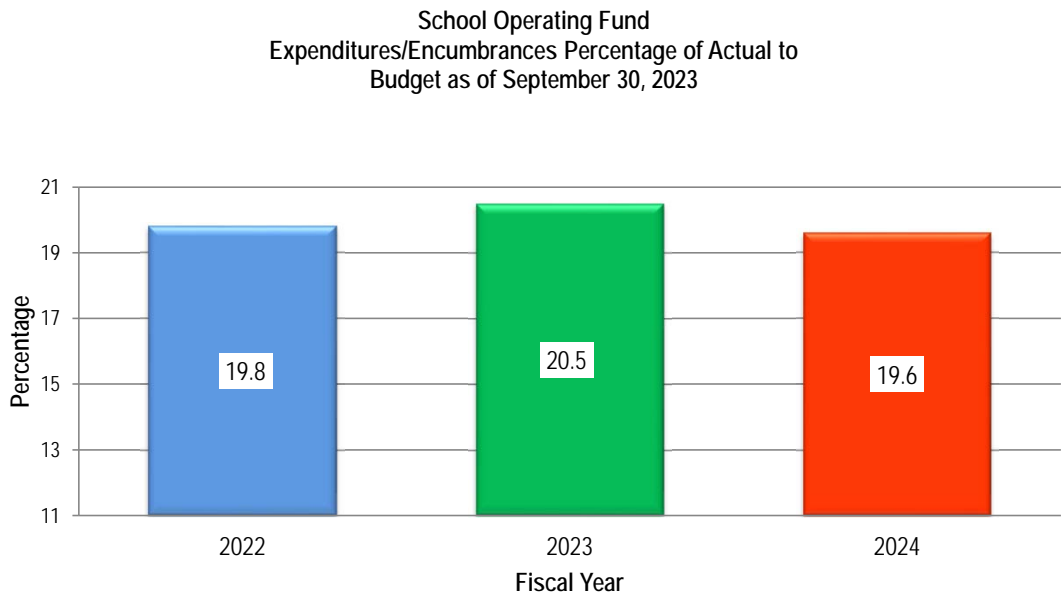
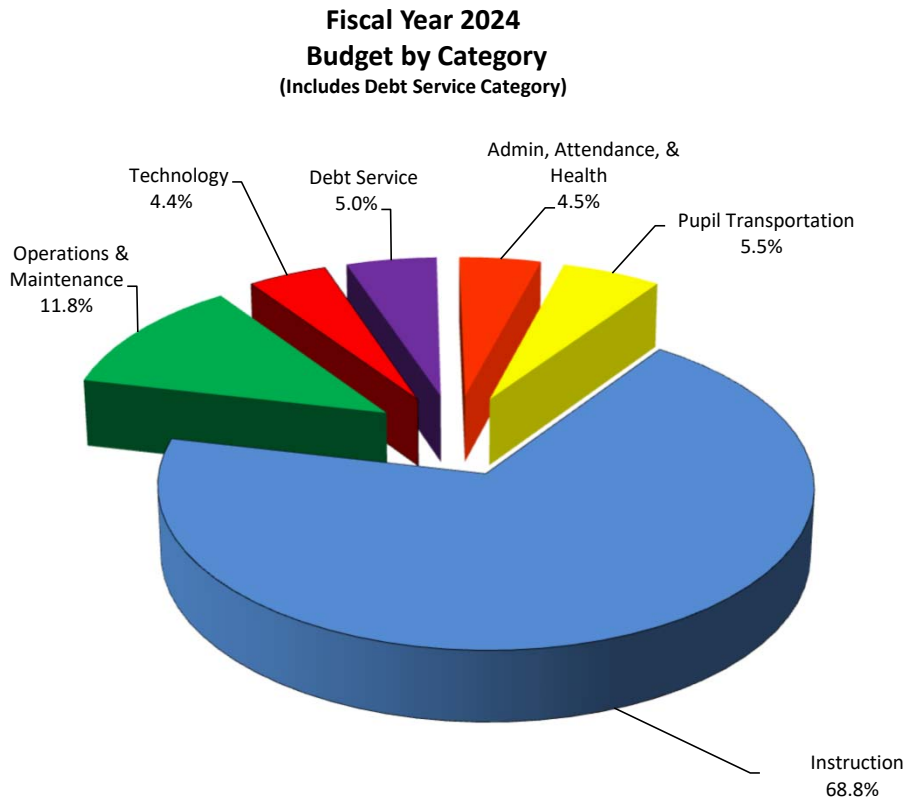
VIRGINIA BEACH CITY PUBLIC SCHOOLS
INTERIM FINANCIAL STATEMENTS
SCHOOL OPERATING FUND

EXPENDITURES/ENCUMBRANCES

SEPTEMBER 2023

BY UNIT WITHIN CATEGORY	FISCAL YEAR	(1) BUDGET	(2) ACTUAL THROUGH JUNE	(3) ACTUAL THROUGH MONTH	% OF (3) TO (1)	TREND *
INSTRUCTION	2024	685,176,216	<-----	111,181,884	16.23%	A
CATEGORY	2023	635,274,513	625,322,355	103,261,516	16.25%	
	2022	614,402,062	604,384,659	92,128,413	14.99%	
ADMINISTRATION,	2024	45,219,330	<-----	9,237,086	20.43%	A
ATTENDANCE & HEALTH	2023	43,371,357	39,297,434	8,616,212	19.87%	
CATEGORY	2022	39,967,923	37,191,274	7,794,665	19.50%	
PUPIL TRANSPORTATION	2024	54,715,880	<-----	13,732,804	25.10%	A
CATEGORY	2023	56,397,547	53,710,672	14,566,809	25.83%	
	2022	57,952,661	56,231,592	24,090,888	41.57%	
OPERATIONS AND	2024	118,010,762	<-----	33,367,183	28.27%	A
MAINTENANCE	2023	117,860,247	114,588,676	35,778,052	30.36%	
CATEGORY	2022	111,720,045	109,086,784	32,422,408	29.02%	
TECHNOLOGY	2024	43,508,546	<-----	17,815,355	40.95%	A
CATEGORY	2023	50,387,282	49,479,819	22,986,422	45.62%	
	2022	45,370,400	45,104,048	15,951,963	35.16%	
SCHOOL OPERATING FUND	2024	946,630,734	<-----	185,334,312	19.58%	A
TOTAL	2023	903,290,946	882,398,956	185,209,011	20.50%	
(EXCLUDING DEBT SERVICE)	2022	869,413,091	851,998,357	172,388,337	19.83%	
DEBT SERVICE	2024	50,071,611	<-----	21,475,167	42.89%	A
CATEGORY	2023	50,133,654	46,171,521	22,728,060	45.33%	
	2022	49,442,812	45,696,047	19,320,449	39.08%	

* F=FAVORABLE, U=UNFAVORABLE, A=ACCEPTABLE



VIRGINIA BEACH CITY PUBLIC SCHOOLS
STATEMENT OF EXPENDITURES AND ENCUMBRANCES
SCHOOL OPERATING FUND
JULY 1, 2023 THROUGH SEPTEMBER 30, 2023

A 5

	FY 2024	MONTH'S	YR-TO-DATE	OUTSTANDING	REMAINING	PERCENT
INSTRUCTION CATEGORY:	APPROPRIATIONS	EXPENDITURES	EXPENDITURES	ENCUMBRANCES	BALANCE	OBLIGATED
ELEMENTARY CLASSROOM	193,138,216	18,092,687	23,338,639	115,229	169,684,348	12.1%
MIDDLE CLASSROOM	70,474,767	6,632,378	6,854,510	3,273,397	60,346,860	14.4%
HIGH CLASSROOM	96,487,062	9,150,371	9,690,949	143,231	86,652,882	10.2%
SPECIAL ED CLASSROOM	113,108,578	17,512,174	18,608,929	104,131	94,395,518	16.5%
TECH AND CAREER ED CLASSROOM	20,029,692	1,921,746	2,522,454	70,673	17,436,565	12.9%
GIFTED CLASSROOM	17,683,117	1,696,372	1,794,117	61,187	15,827,813	10.5%
ALTERNATIVE EDUCATION CLASSROOM	6,735,090	642,703	713,953	1,132	6,020,005	10.6%
REMEDIAL ED CLASSROOM	11,393,754	950,597	1,426,321		9,967,433	12.5%
SUMMER SCHOOL CC	1,600,057	3,696	1,174,006		426,051	73.4%
SUMMER SLIDE	268,626	315	315		268,311	0.1%
ADULT ED	2,360,202	209,841	471,264	5,693	1,883,245	20.2%
GUIDANCE	23,688,163	2,152,992	3,834,124	7,140	19,846,899	16.2%
STUDENT SERVICES	850,837	72,124	199,345		651,492	23.4%
SOCIAL WORKERS SCHOOL	4,811,332	352,737	731,956		4,079,376	15.2%
HOMEBOUND	286,120	7,623	18,165		267,955	6.3%
TEACHING AND LEARNING	18,887,783	943,478	9,918,067	627,598	8,342,118	55.8%
INSTRUCTIONAL PROF GROWTH AND INNOVATION	1,330,830	219,615	434,667	60,000	836,163	37.2%
OFFICE OF DIVERSITY EQUITY AND INCLUSION	567,050	44,524	201,098		365,952	35.5%
STUDENT LEADERSHIP	1,981,064	375,358	548,937		1,432,127	27.7%
SCHOOL LEADERSHIP	2,302,635	163,526	478,895	15,000	1,808,740	21.4%
STUDENT ACTIVITIES	9,494,451	338,353	6,033,415	1,313	3,459,723	63.6%
SPECIAL ED SUPPORT	5,112,653	457,569	1,108,094		4,004,559	21.7%
TECH AND CAREER ED SUPPORT	1,271,463	103,094	291,476		979,987	22.9%
GIFTED ED SUPPORT	2,825,726	254,119	576,355	4,583	2,244,788	20.6%
ALTERNATIVE ED SUPPORT	3,019,200	237,006	558,121	10,628	2,450,451	18.8%
LIBRARY MEDIA SUPPORT	15,601,814	1,529,173	1,656,818	86,495	13,858,501	11.2%
OFFICE OF PRINCIPAL-ELEMENTARY	31,714,548	2,813,929	6,998,141	109,257	24,607,150	22.4%
OFFICE OF PRINCIPAL-MIDDLE	13,087,260	1,149,066	2,918,796	7,492	10,160,972	22.4%
OFFICE OF PRINCIPAL-HIGH	14,272,991	1,213,240	3,189,844	18,771	11,064,376	22.5%
OFFICE OF PRINCIPAL-TECH AND CAREER ED	791,135	66,533	167,143	20	623,972	21.1%
TOTAL INSTRUCTION	685,176,216	69,306,939	106,458,914	4,722,970	573,994,332	16.2%
ADMIN., ATTENDANCE, AND HEALTH CATEGORY:						
BOARD AND GOVT SERVICES	442,516	61,963	129,400	75,483	237,633	46.3%
LEGAL SERVICES	1,482,772	189,211	398,955		1,083,817	26.9%
OFFICE OF SUPERINTENDENT	1,228,855	116,890	335,843	5,000	888,012	27.7%
COMMUNICATIONS AND COMMUNITY ENGAGEMENT	2,580,085	179,566	534,100	276	2,045,709	20.7%
HUMAN RESOURCES	6,090,997	494,561	1,289,424	24,162	4,777,411	21.6%
PROFESSIONAL GROWTH AND INNOVATION	1,137,689	86,597	261,901	570	875,218	23.1%
CONSOLIDATED BENEFITS	2,840,273	223,760	663,966	1,181	2,175,126	23.4%
PLANNING INNOVATION AND ACCOUNTABILITY	2,677,659	156,804	512,511		2,165,148	19.1%
BUDGET AND FINANCE	5,951,936	419,809	1,770,583	26,844	4,154,509	30.2%
INTERNAL AUDIT	580,707	44,036	136,974		443,733	23.6%
PROCUREMENT SERVICES	1,459,022	97,391	261,858	33,502	1,163,662	20.2%
HEALTH SERVICES	9,618,270	921,063	1,078,111	7,070	8,533,089	11.3%
PSYCHOLOGICAL SERVICES	8,593,410	697,864	1,553,809	11,399	7,028,202	18.2%
AUDIOLOGICAL SERVICES	535,139	38,625	109,619	14,545	410,975	23.2%
TOTAL ADMIN., ATTENDANCE, AND HEALTH	45,219,330	3,728,140	9,037,054	200,032	35,982,244	20.4%

VIRGINIA BEACH CITY PUBLIC SCHOOLS
STATEMENT OF EXPENDITURES AND ENCUMBRANCES
SCHOOL OPERATING FUND
JULY 1, 2023 THROUGH SEPTEMBER 30, 2023

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	FY 2024	MONTH'S	YR-TO-DATE	OUTSTANDING	REMAINING	PERCENT
	APPROPRIATIONS	EXPENDITURES	EXPENDITURES	ENCUMBRANCES	BALANCE	OBLIGATED
PUPIL TRANSPORTATION CATEGORY:						
TRANSPORTATION MANAGEMENT	3,214,890	271,314	768,066	2,511	2,444,313	24.0%
VEHICLE OPERATIONS	32,576,088	2,130,164	7,145,761	2,578,683	22,851,644	29.9%
VEHICLE OPERATIONS-SPECIAL ED	10,005,168	715,342	1,227,190	704,064	8,073,914	19.3%
MONITORING SERVICES-SPECIAL ED	4,181,110	284,494	376,755		3,804,355	9.0%
VEHICLE MAINTENANCE	4,738,624	336,114	929,774		3,808,850	19.6%
TOTAL PUPIL TRANSPORTATION	54,715,880	3,737,428	10,447,546	3,285,258	40,983,076	25.1%
OPERATIONS AND MAINTENANCE CATEGORY:						
SCHOOL DIVISION SERVICES	344,246	28,888	84,522		259,724	24.6%
FACILITIES AND MAINTENANCE SERVICES	56,980,925	4,918,518	14,979,414	5,552,874	36,448,637	36.0%
CUSTODIAL SERVICES	37,377,564	2,748,085	6,913,147	594,615	29,869,802	20.1%
GROUNDS SERVICES	5,444,060		1,361,015		4,083,045	25.0%
VEHICLE SERVICES	1,999,530	201,841	690,754	384,430	924,346	53.8%
SECURITY AND EMERGENCY MANAGEMENT	12,281,192	118,347	1,462,282	7,080	10,811,830	12.0%
DISTRIBUTION SERVICES	2,231,311	168,208	445,072	16,313	1,769,926	20.7%
TELECOMMUNICATIONS	1,351,934	44,138	759,997	115,668	476,269	64.8%
TOTAL OPERATIONS AND MAINTENANCE	118,010,762	8,228,025	26,696,203	6,670,980	84,643,579	28.3%
TECHNOLOGY CATEGORY:						
ELEMENTARY CLASSROOM	191,933	(1,748)	53,944	126,103	11,886	93.8%
MIDDLE CLASSROOM	132,846	27,297	132,841	37,221	(37,216)	128.0%
HIGH CLASSROOM	181,054	36,126	77,845	82,438	20,771	88.5%
SPECIAL ED CLASSROOM	210,425	33,219	163,715	19,740	26,970	87.2%
TECH AND CAREER ED CLASSROOM	422,561	209,944	218,102	7,641	196,818	53.4%
GIFTED CLASSROOM	128,564	898	33,327	28,544	66,693	48.1%
ALTERNATIVE EDUCATION CLASSROOM						
REMEDIAL ED CLASSROOM	29,891			255,000	(225,109)	853.1%
SUMMER SCHOOL CC	10,527				10,527	
ADULT ED	68,499		4,072	9,730	54,697	20.1%
GUIDANCE	54,310		202	5,215	48,893	10.0%
STUDENT SERVICES	1,932				1,932	
SOCIAL WORKERS SCHOOL	8,054		363		7,691	4.5%
HOMEBOUND	107,465		8,706	3,526	95,233	11.4%
TEACHING AND LEARNING	184,886	32,714	241,085	12,574	(68,773)	137.2%
INSTRUCTIONAL PROF GROWTH AND INNOVATION	34,000				34,000	
OFFICE OF DIVERSITY EQUITY AND INCLUSION	4,471	1,047	1,071		3,400	24.0%
STUDENT LEADERSHIP	2,362	2,823	2,823		(461)	119.5%
SCHOOL LEADERSHIP	57,722		35,113		22,609	60.8%
STUDENT ACTIVITIES	819	119	169	245	405	50.5%
SPECIAL ED SUPPORT	9,747	1,345	1,942	98	7,707	20.9%
TECH AND CAREER ED SUPPORT	3,195		1,766		1,429	55.3%
GIFTED ED SUPPORT	184,266	80,300	87,761	87,717	8,788	95.2%
ALTERNATIVE ED SUPPORT	172,335	24,116	27,289	46,215	98,831	42.7%
LIBRARY MEDIA SUPPORT	556,005	122,317	377,126	123,892	54,987	90.1%
OFFICE OF PRINCIPAL-ELEMENTARY	49,271	3,587	51,957	7,093	(9,779)	119.8%
OFFICE OF PRINCIPAL-MIDDLE	7,260	6,018	10,284	6,050	(9,074)	225.0%
OFFICE OF PRINCIPAL-HIGH	583	910	11,540	12,181	(23,138)	4068.8%
OFFICE OF PRINCIPAL-TECH AND CAREER ED	501				501	

VIRGINIA BEACH CITY PUBLIC SCHOOLS
STATEMENT OF EXPENDITURES AND ENCUMBRANCES
SCHOOL OPERATING FUND
JULY 1, 2023 THROUGH SEPTEMBER 30, 2023

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	FY 2024	MONTH'S	YR-TO-DATE	OUTSTANDING	REMAINING	PERCENT
TECHNOLOGY CATEGORY:	APPROPRIATIONS	EXPENDITURES	EXPENDITURES	ENCUMBRANCES	BALANCE	OBLIGATED
INSTRUCTIONAL TECHNOLOGY SUPPORT	17,398,202	1,752,746	3,693,613	328,630	13,375,959	23.1%
BOARD AND GOVT SERVICES	3,932				3,932	
LEGAL SERVICES	87,618	67,500	71,244		16,374	81.3%
OFFICE OF SUPERINTENDENT	12,056	3,583	3,583	1,733	6,740	44.1%
COMMUNICATIONS AND COMMUNITY ENGAGEMENT	439,904		337,478	9,113	93,313	78.8%
HUMAN RESOURCES	296,092	4,107	219,188		76,904	74.0%
PROFESSIONAL GROWTH AND INNOVATION	187,368	523	144,144	14,395	28,829	84.6%
CONSOLIDATED BENEFITS	188,259	315	80,859	3,757	103,643	44.9%
PLANNING INNOVATION AND ACCOUNTABILITY	428,666	8,492	86,544	37,058	305,064	28.8%
BUDGET AND FINANCE	275,148	550	17,934	6,011	251,203	8.7%
INTERNAL AUDIT	4,035	16	21		4,014	0.5%
PROCUREMENT SERVICES	173,134	48,149	58,618	103,200	11,316	93.5%
OFFICE OF TECHNOLOGY	1,216,246	97,468	274,807		941,439	22.6%
HEALTH SERVICES	806			54	752	6.7%
PSYCHOLOGICAL SERVICES	37,800	27	24,430	2,797	10,573	72.0%
AUDIOLOGICAL SERVICES				619	(619)	
TRANSPORTATION MANAGEMENT	7,707		4,936	541	2,230	71.1%
VEHICLE OPERATIONS	337,529	20,357	61,070	233,208	43,251	87.2%
VEHICLE OPERATIONS-SPECIAL ED	106,381	6,428	19,285	73,461	13,635	87.2%
VEHICLE MAINTENANCE	28,471				28,471	
SCHOOL DIVISION SERVICES	3,842	3,624	3,630		212	94.5%
FACILITIES AND MAINTENANCE SERVICES	1,558,820	74,514	792,143	223,456	543,221	65.2%
CUSTODIAL SERVICES	24,417	3,915	10,151	130	14,136	42.1%
VEHICLE SERVICES	92,869	5,556	16,667	70,571	5,631	93.9%
SECURITY AND EMERGENCY MANAGEMENT	134,662	61	119,379	3,063	12,220	90.9%
DISTRIBUTION SERVICES	59,348	1,349	51,274		8,074	86.4%
TELECOMMUNICATIONS	10,008				10,008	
TECHNOLOGY MAINTENANCE	17,579,742	1,702,640	4,718,642	3,479,652	9,381,448	46.6%
TOTAL TECHNOLOGY	43,508,546	4,382,952	12,352,683	5,462,672	25,693,191	40.9%
 TOTAL SCHOOL OPERATING FUND (EXCLUDING DEBT SERVICE)	 946,630,734	 89,383,484	 164,992,400	 20,341,912	 761,296,422	 19.6%
 DEBT SERVICE CATEGORY:	 50,071,611	 1,475,196	 21,475,167	 	 28,596,444	 42.9%

Interim Financial Statements

School Operating Fund Summary

For the period July 1, 2023 through September 30, 2023

Revenues :

	Budget	% of Total	Actual	Unrealized	Percent Realized
Source:					
Commonwealth of Virginia	356,416,372	36.34%	80,616,812	(275,799,560)	22.62%
State Share Sales Tax	95,578,220	9.74%	14,494,041	(81,084,179)	15.16%
Federal Government	13,500,000	1.38%	7,413,776	(6,086,224)	54.92%
City of Virginia Beach	512,019,244	52.21%	127,820,926	(384,198,318)	24.96%
Other Sources	3,232,803	0.33%	1,097,352	(2,135,451)	33.94%
Total Revenues	980,746,639	100.0%	231,442,907	(749,303,732)	23.60%
Prior Year Local Contribution*	15,955,706				
	<u>996,702,345</u>				

Expenditures/Encumbrances:

	Budget	% of Total	Actual	Unencumbered	Percent Obligated
Category:					
Instruction	685,176,216	68.74%	111,181,884	573,994,332	16.23%
Administration, Attendance and Health	45,219,330	4.54%	9,237,086	35,982,244	20.43%
Pupil Transportation	54,715,880	5.49%	13,732,804	40,983,076	25.10%
Operations and Maintenance	118,010,762	11.84%	33,367,183	84,643,579	28.27%
Technology	43,508,546	4.37%	17,815,355	25,693,191	40.95%
Debt Service	50,071,611	5.02%	21,475,167	28,596,444	42.89%
Total Expenditures/Encumbrances	<u>996,702,345</u>	100.00%	206,809,479	789,892,866	20.75%

* Fiscal Year 2022-2023 encumbrances brought forward into the current year.

VIRGINIA BEACH CITY PUBLIC SCHOOLS
SCHOOL OPERATING FUND
BALANCE SHEET
JULY 1, 2023 THROUGH SEPTEMBER 30, 2023

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ASSETS:

LIABILITIES:

CASH	(54,931,936)	CHECKS PAYABLE	153,660
ACCOUNTS RECEIVABLES	8,622	WIRES PAYABLE	1,475,197
DUE FROM GENERAL FUND	122,603,343	ACH PAYABLE	370,432
DUE FROM THE COMMONWEALTH	2,849,806	ACCOUNTS PAYABLE	66,003
PREPAID ITEM	9,228	ACCOUNTS PAYABLE-SCHOOLS	216,537
		SALARIES PAYABLE-OPTIONS	6,543,735
		FICA PAYABLE-OPTIONS	485,680
		TOTAL LIABILITIES	<u>9,311,244</u>
		FUND BALANCE	296,773
		ESTIMATED REVENUE	(980,746,639)
		APPROPRIATIONS	996,702,345
		ENCUMBRANCES	20,341,912
		RESERVE FOR ENCUMBRANCES	(20,341,912)
		EXPENDITURES	(186,467,567)
		REVENUES	<u>231,442,907</u>
		TOTAL FUND EQUITY	<u>61,227,819</u>
TOTAL ASSETS	<u><u>70,539,063</u></u>	TOTAL LIABILITIES AND FUND EQUITY	<u><u>70,539,063</u></u>

VIRGINIA BEACH CITY PUBLIC SCHOOLS
STATEMENT OF REVENUES
SCHOOL OPERATING FUND
JULY 1, 2023 THROUGH SEPTEMBER 30, 2023

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	<u>FY 2024</u> <u>ESTIMATED</u>	<u>MONTH'S</u> <u>REALIZED</u>	<u>YR-TO-DATE</u> <u>REALIZED</u>	<u>UNREALIZED</u> <u>REVENUES</u>	<u>PERCENT</u> <u>REALIZED</u>
COMMONWEALTH VRS RETIREMENT	26,742,855	2,212,921	6,638,763	(20,104,092)	24.8%
SOCIAL SECURITY	11,455,858	948,395	2,845,185	(8,610,673)	24.8%
GROUP LIFE	826,324	65,730	197,191	(629,133)	23.9%
BASIC SCHOOL AID	194,581,743	16,118,114	48,354,344	(146,227,399)	24.9%
REMEDIAL SUMMER SCHOOL	259,522			(259,522)	
VOCATIONAL EDUCATION	2,178,491	181,541	544,623	(1,633,868)	25.0%
GIFTED EDUCATION	2,065,810	172,151	516,453	(1,549,357)	25.0%
SPECIAL EDUCATION	19,268,378	1,605,698	4,817,094	(14,451,284)	25.0%
PREVENTION, INTERVENTION AND REMEDIATION	4,845,265	403,772	1,211,316	(3,633,949)	25.0%
COMPENSATION SUPPLEMENT	32,345,532	2,226,050	6,678,150	(25,667,382)	20.6%
SPECIAL EDUCATION HOMEBOUND	58,168			(58,168)	
SUPPLEMENTAL LOTTERY PER PUPIL ALLOCATION	15,089,374			(15,089,374)	
FOSTER CARE	415,005			(415,005)	
SPECIAL ED-REGIONAL TUITION	5,249,475			(5,249,475)	
CAREER AND TECH ED-OCCUPATIONAL	376,114			(376,114)	
ENGLISH AS A SECOND LANGUAGE	2,236,894	186,408	559,224	(1,677,670)	25.0%
AT-RISK	10,222,748	848,073	2,544,217	(7,678,531)	24.9%
K-3 PRIMARY CLASS SIZE REDUCTION	5,357,810			(5,357,810)	
OTHER STATE FUNDS	22,841,006	1,903,418	5,710,252	(17,130,754)	25.0%
TOTAL FROM COMMONWEALTH OF VIRGINIA	<u>356,416,372</u>	<u>26,872,271</u>	<u>80,616,812</u>	<u>(275,799,560)</u>	22.6%
STATE SHARE SALES TAX	95,578,220	7,936,848	14,494,041	(81,084,179)	15.2%
TOTAL FROM STATE SHARE SALES TAX	<u>95,578,220</u>	<u>7,936,848</u>	<u>14,494,041</u>	<u>(81,084,179)</u>	15.2%
IMPACT AID PUBLIC LAW 874	9,935,191		1,144,042	(8,791,149)	11.5%
IMPACT AID SPECIAL ED		133,271	133,271	133,271	
IMPACT AID DEPT OF DEFENSE	1,500,000	3,385,722	3,385,722	1,885,722	225.7%
DEPT. OF THE NAVY NJROTC	100,000			(100,000)	
DEPT. OF DEFENSE SPECIAL ED		72,200	2,313,880	2,313,880	
MEDICAID REIMB-MEDICAL	1,964,809	89,947	400,878	(1,563,931)	20.4%
MEDICAID REIMB-TRANSPORTATION		21,624	35,983	35,983	
TOTAL FROM FEDERAL GOVERNMENT	<u>13,500,000</u>	<u>3,702,764</u>	<u>7,413,776</u>	<u>(6,086,224)</u>	54.9%

VIRGINIA BEACH CITY PUBLIC SCHOOLS
STATEMENT OF REVENUES
SCHOOL OPERATING FUND
JULY 1, 2023 THROUGH SEPTEMBER 30, 2023

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	FY 2024 ESTIMATED	MONTH'S REALIZED	YR-TO-DATE REALIZED	UNREALIZED REVENUES	PERCENT REALIZED
CITY OF VIRGINIA BEACH-LOCAL CONTRIBUTION	511,685,653	42,579,176	127,737,529	(383,948,124)	25.0%
TRANSFER FROM SCHOOL RESERVE FUND	333,591	27,799	83,397	(250,194)	25.0%
TOTAL TRANSFERS	512,019,244	42,606,975	127,820,926	(384,198,318)	25.0%
RENT OF FACILITIES SCHOOLS	450,000	13,215	58,902	(391,098)	13.1%
TUITION CHARGES	20,811			(20,811)	
TUITION REGULAR DAY	100,000		4,923	(95,077)	4.9%
TUITION GEN ADULT ED	142,839			(142,839)	
TUITION VOCATIONAL ADULT ED	169,750		500	(169,250)	0.3%
TUITION LPN PROGRAM	25,575			(25,575)	
TUITION SUMMER SCHOOL	700,000		549,220	(150,780)	78.5%
TUITION DRIVERS ED	322,125	(291)	32,925	(289,200)	10.2%
COLLEGE NIGHT FEES		13,650	13,650	13,650	
VENDING OPERATING RECEIPTS		35	74	74	
STOP ARM ENFORCEMENT	450,000	50,148	172,316	(277,684)	38.3%
SALE OF SALVAGE MATERIALS	12,000	24,048	33,197	21,197	276.6%
SALE OF CAPITAL ASSETS AND VEHICLES	15,000	4,817	25,872	10,872	172.5%
REIMB SYSTEM REPAIRS		830	2,030	2,030	
DAMAGED-TECHNOLOGY			17,298	17,298	
MISCELLANEOUS REVENUE	224,703		74	(224,629)	0.1%
INDIRECT COST-GRANTS	600,000	112,420	186,371	(413,629)	31.1%
TOTAL FROM OTHER SOURCES	3,232,803	218,872	1,097,352	(2,135,451)	33.9%
TOTAL SCHOOL OPERATING FUND	980,746,639	81,337,730	231,442,907	(749,303,732)	23.6%

VIRGINIA BEACH CITY PUBLIC SCHOOLS
SCHOOL ATHLETICS FUND
JULY 1, 2023 THROUGH SEPTEMBER 30, 2023

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ASSETS:		LIABILITIES:	
CASH	4,176,925	CHECKS PAYABLE	6,434
		ACH PAYABLE	2,397
		TOTAL LIABILITIES	<u>8,831</u>
		FUND EQUITY:	
		FUND BALANCE	
		ESTIMATED REVENUE	(5,771,170)
		APPROPRIATIONS	5,830,021
		ENCUMBRANCES	43,231
		RESERVE FOR ENCUMBRANCES	(43,231)
		EXPENDITURES	(1,217,646)
		REVENUES	<u>5,326,889</u>
		TOTAL FUND EQUITY	<u>4,168,094</u>
TOTAL ASSETS	<u>4,176,925</u>	TOTAL LIABILITIES AND FUND EQUITY	<u>4,176,925</u>

	FY 2024 ESTIMATED	MONTH'S REALIZED	YR-TO-DATE REALIZED	UNREALIZED REVENUES	PERCENT REALIZED	FY 2023 PERCENT REALIZED
REVENUES:						
INTEREST ON BANK DEPOSITS	5,000	2,490	23,509	18,509	470.2%	170.1%
BASKETBALL	120,000			(120,000)		
FOOTBALL	250,000	90,915	90,915	(159,085)	36.4%	
GYMNASTICS	4,000			(4,000)		
LACROSSE	25,000			(25,000)		
SOCCER	42,000			(42,000)		
WRESTLING	13,000			(13,000)		
MIDDLE SCHOOL	65,000			(65,000)		
TRANSFER FROM SCHOOL OPERATING	5,212,170		5,212,170		100.0%	100.0%
OTHER INCOME	35,000		295	(34,705)	0.8%	
TOTAL REVENUES	<u>5,771,170</u>	<u>93,405</u>	<u>5,326,889</u>	<u>(444,281)</u>	92.3%	91.0%
PYFB-ENCUMBRANCES	<u>58,851</u>					
TOTAL REVENUES AND PYFB	<u>5,830,021</u>					

	FY 2024 APPROPRIATIONS	MONTH'S EXPENDITURES	YR-TO-DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	REMAINING BALANCE	PERCENT OBLIGATED	FY 2023 PERCENT OBLIGATED
EXPENDITURES:							
PERSONNEL SERVICES	2,874,786	308,892	469,626		2,405,160	16.3%	15.5%
FICA BENEFITS	219,918	23,630	35,926		183,992	16.3%	15.5%
PURCHASED SERVICES	1,461,425	8,390	149,199		1,312,226	10.2%	2.8%
VA HIGH SCHOOL LEAGUE DUES	51,250	425	22,154		29,096	43.2%	41.0%
ATHLETIC INSURANCE	200,000		187,881		12,119	93.9%	97.5%
MATERIALS AND SUPPLIES	833,651	122,059	342,921	43,231	447,499	46.3%	56.0%
CAPITAL OUTLAY	188,991	9,939	9,939		179,052	5.3%	43.4%
TOTAL	<u>5,830,021</u>	<u>473,335</u>	<u>1,217,646</u>	<u>43,231</u>	<u>4,569,144</u>	21.6%	25.7%

VIRGINIA BEACH CITY PUBLIC SCHOOLS
SCHOOL CAFETERIAS FUND
JULY 1, 2023 THROUGH SEPTEMBER 30, 2023

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ASSETS:		LIABILITIES:	
CASH	20,086,067	CHECKS PAYABLE	313
CASH WITH CAFETERIAS	15,325	ACH PAYABLE	1,206
SUPPLIES INVENTORY	176,277	SALARIES PAYABLE-OPTIONS	137,358
FOOD INVENTORY	376,898	FICA PAYABLE-OPTIONS	10,576
FOOD-USDA INVENTORY	172,861	UNEARNED REVENUE	630,206
		TOTAL LIABILITIES	779,659
		FUND EQUITY:	
		FUND BALANCE	13,574,655
		ESTIMATED REVENUE	(40,798,266)
		APPROPRIATIONS	48,759,050
		ENCUMBRANCES	1,364,221
		RESERVE FOR ENCUMBRANCES	(1,364,221)
		EXPENDITURES	(3,434,825)
		REVENUES	1,947,155
		TOTAL FUND EQUITY	20,047,769
TOTAL ASSETS	20,827,428	TOTAL LIABILITIES AND FUND EQUITY	20,827,428

	FY 2024 ESTIMATED	MONTH'S REALIZED	YR-TO-DATE REALIZED	UNREALIZED REVENUES	PERCENT REALIZED	FY 23 PERCENT REALIZED
REVENUES:						
INTEREST ON BANK DEPOSITS	75,000	22,418	187,715	112,715	250.3%	48.0%
SERVICE CHARGES	13,050,890	825,608	1,040,403	(12,010,487)	8.0%	6.7%
USDA REBATES FROM VENDORS	650,000	2,652	28,862	(621,138)	4.4%	4.5%
		7,202	12,202	12,202		
TOTAL LOCAL REVENUE	13,775,890	857,880	1,269,182	(12,506,708)	9.2%	6.9%
SCHOOL BREAKFAST INITIATIVE	55,000			(55,000)		
SCHOOL LUNCH	300,000	2,090	2,090	(297,910)	0.7%	
SCHOOL BREAKFAST	250,000	586	586	(249,414)	0.2%	
TOTAL REVENUE FROM COMMONWEALTH	605,000	2,676	2,676	(602,324)	0.4%	
SCHOOL BREAKFAST PROGRAM	6,382,249	115,108	115,108	(6,267,141)	1.8%	
NATIONAL SCHOOL LUNCH PROGRAM	17,230,127	336,575	336,575	(16,893,552)	2.0%	
USDA COMMODITIES	2,300,000			(2,300,000)		
CHILD AND ADULT CARE FOOD PROGRAM	350,000			(350,000)		
USDA SUMMER FEEDING PROGRAM	155,000	5,347	223,614	68,614	144.3%	152.6%
TOTAL REVENUE FROM FEDERAL GOV'T	26,417,376	457,030	675,297	(25,742,079)	2.6%	1.0%
TOTAL REVENUES	40,798,266	1,317,586	1,947,155	(38,851,111)	4.8%	2.9%
PRIOR YEAR FUND BALANCE (PYFB)	6,901,953					
PYFB-ENCUMBRANCES	1,058,831					
TOTAL REVENUES AND PYFB	48,759,050					

VIRGINIA BEACH CITY PUBLIC SCHOOLS
SCHOOL TEXTBOOKS FUND
JULY 1, 2023 THROUGH SEPTEMBER 30, 2023

B 7

ASSETS:		LIABILITIES:	
CASH	4,120,315	CHECKS PAYABLE	65,569
PREPAID ITEMS	286,868	ACH PAYABLE	227,437
		TOTAL LIABILITIES	<u>293,006</u>
		FUND EQUITY:	
		FUND BALANCE	4,772,365
		ESTIMATED REVENUE	(5,028,701)
		APPROPRIATIONS	6,821,515
		ENCUMBRANCES	772,969
		RESERVE FOR ENCUMBRANCES	(772,969)
		EXPENDITURES	(3,743,443)
		REVENUES	1,292,441
		TOTAL FUND EQUITY	<u>4,114,177</u>
TOTAL ASSETS	<u>4,407,183</u>	TOTAL LIABILITIES AND FUND EQUITY	<u>4,407,183</u>

	FY 2024 ESTIMATED	MONTH'S REALIZED	YR-TO-DATE REALIZED	UNREALIZED REVENUES	PERCENT REALIZED	2023 PERCENT REALIZED
REVENUES:						
INTEREST ON BANK DEPOSITS	29,483	5,339	49,240	19,757	167.0%	32.4%
LOST AND DAMAGED	27,000		147	(26,853)	0.5%	16.0%
TOTAL LOCAL REVENUE	<u>56,483</u>	<u>5,339</u>	<u>49,387</u>	<u>(7,096)</u>	87.4%	24.6%
DEPT OF EDUCATION	4,972,218	414,351	1,243,054	(3,729,164)	25.0%	25.0%
TOTAL REVENUE-COMMONWEALTH	<u>4,972,218</u>	<u>414,351</u>	<u>1,243,054</u>	<u>(3,729,164)</u>	25.0%	25.0%
TOTAL REVENUES	5,028,701	<u>419,690</u>	<u>1,292,441</u>	<u>(3,736,260)</u>	25.7%	25.0%
PRIOR YEAR FUND BALANCE (PYFB)	1,572,037					
PYFB-ENCUMBRANCES	220,777					
TOTAL REVENUES AND PYFB	<u>6,821,515</u>					

	FY 2024 APPROPRIATIONS	MONTH'S EXPENDITURES	YR-TO-DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	REMAINING BALANCE	PERCENT OBLIGATED	2023 PERCENT OBLIGATED
EXPENDITURES:							
PERSONNEL SERVICES	94,892	10,571	27,147		67,745	28.6%	26.8%
FRINGE BENEFITS	36,846	3,645	7,669		29,177	20.8%	19.8%
MATERIALS AND SUPPLIES	6,689,777	998,421	3,708,627	772,969	2,208,181	67.0%	61.6%
TOTAL	<u>6,821,515</u>	<u>1,012,637</u>	<u>3,743,443</u>	<u>772,969</u>	<u>2,305,103</u>	66.2%	60.9%

VIRGINIA BEACH CITY PUBLIC SCHOOLS
SCHOOL RISK MANAGEMENT FUND
JULY 1, 2023 THROUGH SEPTEMBER 30, 2023

B 8

ASSETS:		LIABILITIES:	
CASH	22,962,975	CHECKS PAYABLE	19,852
PREPAID ITEM	267,372	EST CLAIMS/JUDGMENTS PAYABLE	<u>9,099,286</u>
		TOTAL LIABILITIES	<u>9,119,138</u>
		FUND EQUITY:	
		RETAINED EARNINGS	10,522,495
		ENCUMBRANCES	389,729
		RESERVE FOR ENCUMBRANCES	(389,729)
		EXPENSES	(5,604,426)
		REVENUES	<u>9,193,140</u>
		TOTAL FUND EQUITY	<u>14,111,209</u>
TOTAL ASSETS	<u>23,230,347</u>	TOTAL LIABILITIES AND FUND EQUITY	<u>23,230,347</u>

REVENUES:	MONTH'S	YR-TO-DATE	
	<u>REALIZED</u>	<u>REALIZED</u>	
INTEREST ON BANK DEPOSITS	22,980	189,145	
RISK MANAGEMENT CHARGES		8,995,919	
INSURANCE PROCEEDS	2,751	7,933	
MISCELLANEOUS REVENUE	143	143	
TOTAL REVENUES	<u>25,874</u>	<u>9,193,140</u>	
EXPENSES:	MONTH'S	YR-TO-DATE	OUTSTANDING
	<u>EXPENSES</u>	<u>EXPENSES</u>	
PERSONNEL SERVICES	39,741	111,233	
FRINGE BENEFITS	10,973	29,368	
OTHER PURCHASED SERVICES	48,253	175,104	388,862
FIRE AND PROPERTY INSURANCE		4,660,033	
MOTOR VEHICLE INSURANCE	73,423	122,963	
WORKER'S COMPENSATION	239,226	446,684	
GENERAL LIABILITY INSURANCE		2,557	
MISCELLANEOUS	23,167	50,368	
MATERIALS AND SUPPLIES	995	6,116	867
TOTAL	<u>435,778</u>	<u>5,604,426</u>	<u>389,729</u>

VIRGINIA BEACH CITY PUBLIC SCHOOLS
SCHOOL COMMUNICATION TOWERS/TECHNOLOGY FUND
JULY 1, 2023 THROUGH SEPTEMBER 30, 2023

B 9

ASSETS:		LIABILITIES:	
CASH	5,336,644	DEPOSITS PAYABLE	75,000
		TOTAL LIABILITIES	<u>75,000</u>
		FUND EQUITY:	
		FUND BALANCE	4,633,622
		ESTIMATED REVENUE	(516,000)
		APPROPRIATIONS	840,000
		ENCUMBRANCES	
		RESERVE FOR ENCUMBRANCES	
		EXPENDITURES	40,000
		REVENUES	<u>264,022</u>
		TOTAL FUND EQUITY	<u>5,261,644</u>
TOTAL ASSETS	<u>5,336,644</u>	TOTAL LIABILITIES AND FUND EQUITY	<u>5,336,644</u>

	FY 2024 ESTIMATED	MONTH'S REALIZED	YR-TO-DATE REALIZED	UNREALIZED REVENUES	PERCENT REALIZED	FY 2023 PERCENT REALIZED
REVENUES:						
INTEREST ON BANK DEPOSITS	16,000	5,643	45,806	29,806	286.3%	53.6%
RENT-WIRELESS COMMUNICATION	500,000			(500,000)		
TOWER RENT-BAYSIDE HIGH			32,796	32,796		
TOWER RENT-COX HIGH		6,518	73,613	73,613		
TOWER RENT-FIRST COLONIAL HIGH			36,499	36,499		
TOWER RENT-TALLWOOD HIGH			53,633	53,633		
TOWER RENT-TECH CENTER		12,895	19,306	19,306		
TOWER RENT-WOODSTOCK ELEM		1,184	2,369	2,369		
TOTAL REVENUES	<u>516,000</u>	<u>26,240</u>	<u>264,022</u>	<u>(251,978)</u>	51.2%	42.2%
PRIOR YEAR FUND BALANCE (PYFB)	284,000					
PYFB-ENCUMBRANCES	<u>40,000</u>					
TOTAL REVENUES AND PYFB	<u>840,000</u>					

	FY 2024 APPROPRIATIONS	MONTH'S EXPENDITURES	YR-TO-DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	REMAINING BALANCE	PERCENT OBLIGATED	FY 2023 PERCENT OBLIGATED
EXPENDITURES:							
PURCHASED SERVICES	40,000		40,000			100.0%	
MATERIALS AND SUPPLIES	<u>800,000</u>				800,000		
TOTAL	<u>840,000</u>		<u>40,000</u>		<u>800,000</u>	4.8%	

VIRGINIA BEACH CITY PUBLIC SCHOOLS
STATEMENT OF REVENUES
SCHOOL GRANTS FUND
JULY 1, 2023 THROUGH SEPTEMBER 30, 2023

B10

Revenues :

	FY 2024 Estimated	Month's Realized	Yr-To-Date Realized	Unrealized Revenues	Percent Realized
Source:					
Commonwealth of Virginia	22,586,475		3,944,181	(18,642,294)	17.5%
Federal Government	107,507,449	32,646	102,160	(107,405,289)	0.1%
Other Sources	3,398,835	12,441	389,645	(3,009,190)	11.5%
Transfers from School Operating Fund	8,918,781		9,851,858	933,077	110.5%
Total Revenues	142,411,540	45,087	14,287,844	(128,123,696)	10.0%

VIRGINIA BEACH CITY PUBLIC SCHOOLS
STATEMENT OF EXPENDITURES AND ENCUMBRANCES
SCHOOL GRANTS FUND
JULY 1, 2023 THROUGH SEPTEMBER 30, 2023

B 11

	<u>FY 2024</u> <u>APPROPRIATIONS</u>	<u>MONTH'S</u> <u>EXPENDITURES</u>	<u>YR-TO-DATE</u> <u>EXPENDITURES</u>	<u>OUTSTANDING</u> <u>ENCUMBRANCES</u>	<u>REMAINING</u> <u>BALANCE</u>	<u>PERCENT</u> <u>OBLIGATED</u>
2 REVOLUTIONS	17,717				17,717	
ADULT BASIC EDUCATION	363,595	25,856	25,856		337,739	7.11%
ALGEBRA READINESS	3,073,673	6,276	161,175	493,204	2,419,294	21.29%
ARP BEFORE & AFTER SCHOOL	294,101	(361)	37,879		256,222	12.88%
ARP HOMELESS GRANT II	191,401	7,808	35,989	28	155,384	18.82%
ARP HOMELESS I	15,110				15,110	
ARP SUMMER LEARNING	234,895				234,895	
ARP UNFINISHED LEARNING	1,428,544	1,022,779	1,176,358		252,186	82.35%
ARPA ESSER III	41,033,576	2,286,942	6,941,724	7,492,127	26,599,725	35.18%
ASIA SOCIETY CONFUCIUS CLASSROOMS NETWORK	991				991	
BAYPORT FOUNDATION	425,000	32,519	163,826	975	260,199	38.78%
BLUEFORGE - TCEC WELDING LAB	2,500,000				2,500,000	
CAREER & TECH ED STATE EQUIP ALLOC	77,278				77,278	
CAREER SWITCHER PROG MENTOR REIMB	11,725				11,725	
CARL PERKINS	1,224,087	246,321	362,206	125,471	736,410	39.84%
COPS SCHOOL VIOLENCE PREVENTION	378,233				378,233	
CRRSA ACT ESSER II	50,157		50,157			100.00%
CTE SPECIAL STATE EQUIP ALLOC	60,498				60,498	
DODEA SPANISH IMMERSION	342,608	26,666	121,661	1,200	219,747	35.86%
EARLY READING INTERVENTION	6,548,196	101,008	137,979	2,060	6,408,157	2.14%
GENERAL ADULT ED	30,993				30,993	
HAMPTON ROADS WORKFORCE COUNCIL - ALC	180,000	10,312	27,380		152,620	15.21%
HAMPTON ROADS WORKFORCE COUNCIL - STEM (OSY)	166,630	8,976	22,933		143,697	13.76%
HVAC CSLFRF	12,813,722	343,765	348,958	2,241,245	10,223,519	20.21%
INDUSTRY CERT EXAMINATIONS	67,631				67,631	
INDUSTRY CERT EXAMINATIONS STEM-H	25,397			3,280	22,117	12.91%
ISAP	65,384	3,288	3,289		62,095	5.03%
JAIL EDUCATION PROGRAM	343,755	15,838	39,454	1,035	303,266	11.78%
JUVENILE DETENTION HOME	1,366,446	105,873	223,624		1,142,822	16.37%
MCKINNEY VENTO	86,039	1,811	3,467		82,572	4.0%
NATIONAL BOARD CERTIFICATION INCENTIVE	350,000				350,000	
NEW TEACHER MENTOR	34,768				34,768	
NSLP EQUIPMENT ASSISTANCE	95,111			27,963	67,148	29.4%
PERKINS CTE SECONDARY RESERVE FUNDS	13,000	13,000	13,000			100.0%
POSITIVE BEHAVIOR INTERVENTIONS & SUPPORT	40,848	8,652	8,652		32,196	21.2%
POST 9-11 GI BILL	3,650				3,650	

VIRGINIA BEACH CITY PUBLIC SCHOOLS
STATEMENT OF EXPENDITURES AND ENCUMBRANCES
SCHOOL GRANTS FUND
JULY 1, 2023 THROUGH SEPTEMBER 30, 2023

B 12

	FY 2024 <u>APPROPRIATIONS</u>	MONTH'S <u>EXPENDITURES</u>	YR-TO-DATE <u>EXPENDITURES</u>	<u>OUTSTANDING ENCUMBRANCES</u>	<u>REMAINING BALANCE</u>	<u>PERCENT OBLIGATED</u>
PRE-K - GRADE 2 ACTIVE LEARNING	1,523	1,523	1,523			100.0%
PRESCHOOL - IDEA SECTION 619	1,020,780	50,078	98,747	366	921,667	9.7%
PROJECT GRADUATION	119,708	217	25,467		94,241	21.3%
PROJECT HOPE - CITY WIDE SCA	2,454				2,454	
RACE TO GED	65,191				65,191	
RECRUITMENT AND RETENTION - ARP	48,500				48,500	
RESERVE FOR CONTINGENCY	4,138,697				4,138,697	
SCHOOL SECURITY EQUIPMENT	115,489			13,115	102,374	11.4%
SCHOOL-BASED HEALTH WORKFORCE	65,864	51,102	51,500	1,379	12,985	80.3%
STARTALK	112,648		45,940		66,708	40.8%
TECHNOLOGY INITIATIVE	5,492,336	19,478	19,478	899,850	4,573,008	16.7%
TITLE I PART A	16,564,283	992,150	2,166,535	982,288	13,415,460	19.0%
TITLE I PART D SUBPART 1	132,646	13,202	17,917	3,115	111,614	15.9%
TITLE I PART D SUBPART 2	437,015	21,159	33,751	46,177	357,087	18.3%
TITLE II PART A	3,214,085	197,344	203,667		3,010,418	6.3%
TITLE III PART A LANGUAGE ACQUISITION	435,058	17,379	39,707	31,670	363,681	16.4%
TITLE IV PART A	2,009,230	129,435	195,637	266,788	1,546,805	23.0%
TITLE IV PELL	50,060				50,060	
TITLE VI-B IDEA SECTION 611	22,633,273	1,659,062	1,850,446	3,494	20,779,333	8.2%
TITLE VI-B IDEA SECTION 611 ARP	2,203,911	184,839	537,857	1,070,221	595,833	73.0%
TITLE VI-B IDEA SECTION 619 ARP	59,692	440	9,570	49,266	856	98.6%
UNITED WAY - SUMMER ENRICHMENT	103,293	19,513	89,118		14,175	86.3%
VA HUMANITIES BENEATH THE SURFACE	4,905				4,905	
VA PRESCHOOL INITIATIVE	9,410,462	706,117	705,861		8,704,601	7.5%
WORKPLACE READINESS	15,678				15,678	
TOTAL SCHOOL GRANTS FUND	<u>142,411,540</u>	<u>8,330,367</u>	<u>15,998,288</u>	<u>13,756,317</u>	<u>112,656,935</u>	<u>20.9%</u>

VIRGINIA BEACH CITY PUBLIC SCHOOLS
SCHOOL BOARD/CITY HEALTH INSURANCE FUND
JULY 1, 2023 THROUGH SEPTEMBER 30, 2023

B 13

ASSETS:		LIABILITIES:	
CASH	73,444,416	CHECKS PAYABLE	1,654
		ACCOUNTS PAYABLE-HRA	4
		ACCOUNTS PAYABLE-HSA	36,835
		EST CLAIMS-JUDGMENTS PAYABLE	8,991,000
		TOTAL LIABILITIES	<u>9,029,493</u>
		FUND EQUITY:	
		RETAINED EARNINGS	71,494,676
		ENCUMBRANCES	
		RESERVE FOR ENCUMBRANCES	
		EXPENSES	(43,520,901)
		REVENUES	<u>36,441,148</u>
		TOTAL FUND EQUITY	<u>64,414,923</u>
TOTAL ASSETS	<u>73,444,416</u>	TOTAL LIABILITIES AND FUND EQUITY	<u>73,444,416</u>

REVENUES:	<u>MONTH'S REALIZED</u>	<u>YEAR-TO-DATE REALIZED</u>
INTEREST ON BANK DEPOSITS	85,667	702,735
EMPLOYEE PREMIUMS-CITY	1,398,344	3,423,992
EMPLOYER PREMIUMS-CITY	5,766,064	13,770,354
EMPLOYEE PREMIUMS-SCHOOLS	911,174	1,944,993
EMPLOYER PREMIUMS-SCHOOLS	8,015,552	16,596,598
COBRA ADMINISTRATIVE FEE-CITY	261	1,233
COBRA ADMINISTRATIVE FEE-SCHOOLS	653	1,243
TOTAL REVENUES	<u>16,177,715</u>	<u>36,441,148</u>

EXPENSES:	<u>MONTH'S EXPENSES</u>	<u>YEAR-TO-DATE EXPENSES</u>	<u>OUTSTANDING ENCUMBRANCES</u>
SALARIES AND BENEFITS	423,667	973,241	
HEALTH CLAIMS AND OTHER EXPENSES-CITY	6,654,583	19,553,435	
HEALTH CLAIMS AND OTHER EXPENSES-SCHOOLS	7,707,432	22,994,225	
TOTAL EXPENSES	<u>14,785,682</u>	<u>43,520,901</u>	

VIRGINIA BEACH CITY PUBLIC SCHOOLS
SCHOOL VENDING OPERATIONS FUND
JULY 1, 2023 THROUGH SEPTEMBER 30, 2023

B 14

ASSETS:		LIABILITIES:	
CASH	269,608	TOTAL LIABILITIES	
		FUND EQUITY:	
		FUND BALANCE	256,834
		ESTIMATED REVENUE	(124,000)
		APPROPRIATIONS	130,000
		ENCUMBRANCES	
		RESERVE FOR ENCUMBRANCES	
		EXPENDITURES	
		REVENUES	6,774
		TOTAL FUND EQUITY	269,608
TOTAL ASSETS	<u>269,608</u>	TOTAL LIABILITIES AND FUND EQUITY	<u>269,608</u>

	FY 2024 ESTIMATED	MONTH'S REALIZED	YR-TO-DATE REALIZED	UNREALIZED REVENUES	PERCENT REALIZED	2023 PERCENT REALIZED
REVENUES:						
INTEREST ON BANK DEPOSITS		853	6,774	6,774		
VENDING OPERATIONS RECEIPTS	124,000			(124,000)		21.7%
TOTAL REVENUES	124,000	853	6,774	(117,226)	0.7%	21.9%
PRIOR YEAR FUND BALANCE (PYFB)	6,000					
TOTAL REVENUES AND PYFB	<u>130,000</u>					

	FY 2024 APPROPRIATIONS	MONTH'S EXPENDITURES	YR-TO-DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	REMAINING BALANCE	PERCENT OBLIGATED	2023 PERCENT OBLIGATED
EXPENDITURES:							
SCHOOL ALLOCATIONS	129,800				129,800	%	%
PURCHASED SERVICES	200				200		
TOTAL	<u>130,000</u>				<u>130,000</u>		

VIRGINIA BEACH CITY PUBLIC SCHOOLS
SCHOOL INSTRUCTIONAL TECHNOLOGY FUND
JULY 1, 2023 THROUGH SEPTEMBER 30, 2023

B 15

ASSETS:		LIABILITIES:	
CASH	1,715,348	TOTAL LIABILITIES	
		FUND EQUITY:	
		FUND BALANCE	990,167
		ESTIMATED REVENUE	
		APPROPRIATIONS	560,840
		ENCUMBRANCES	
		RESERVE FOR ENCUMBRANCES	
		EXPENDITURES	
		REVENUES	164,341
		TOTAL FUND EQUITY	1,715,348
TOTAL ASSETS	1,715,348	TOTAL LIABILITIES AND FUND EQUITY	1,715,348

	FY 2024	MONTH'S	YR-TO-DATE	UNREALIZED	PERCENT
REVENUES:	ESTIMATED	REALIZED	REALIZED	REVENUES	REALIZED
INTEREST ON BANK DEPOSITS		24,513	164,341	164,341	%
TOTAL REVENUES		24,513	164,341	164,341	
PRIOR YEAR FUND BALANCE (PYFB)	560,840				
TOTAL REVENUES AND PYFB	560,840				

	FY 2024	MONTH'S	YR-TO-DATE	OUTSTANDING	REMAINING	PERCENT
EXPENDITURES:	APPROPRIATIONS	EXPENDITURES	EXPENDITURES	ENCUMBRANCES	BALANCE	OBLIGATED
MATERIALS AND SUPPLIES	560,840				560,840	%
TOTAL	560,840				560,840	

VIRGINIA BEACH CITY PUBLIC SCHOOLS
SCHOOL EQUIPMENT REPLACEMENT FUND
JULY 1, 2023 THROUGH SEPTEMBER 30, 2023

B 16

ASSETS:		LIABILITIES:	
CASH	586,525	TOTAL LIABILITIES	
		FUND EQUITY:	
		FUND BALANCE	115,473
		ESTIMATED REVENUE	
		APPROPRIATIONS	497,774
		ENCUMBRANCES	223,305
		RESERVE FOR ENCUMBRANCES	(223,305)
		EXPENDITURES	(32,118)
		REVENUES	5,396
		TOTAL FUND EQUITY	586,525
TOTAL ASSETS	586,525	TOTAL LIABILITIES AND FUND EQUITY	586,525

	FY 2024	MONTH'S	YR-TO-DATE	UNREALIZED	PERCENT
REVENUES:	ESTIMATED	REALIZED	REALIZED	REVENUES	REALIZED
INTEREST ON BANK DEPOSITS		648	5,396	5,396	%
TOTAL REVENUES		648	5,396	5,396	
PRIOR YEAR FUND BALANCE (PYFB)	327,651				
PYFB-ENCUMBRANCES	170,123				
TOTAL REVENUES AND PYFB	497,774				

	FY 2024	MONTH'S	YR-TO-DATE	OUTSTANDING	REMAINING	PERCENT
EXPENDITURES:	APPROPRIATIONS	EXPENDITURES	EXPENDITURES	ENCUMBRANCES	BALANCE	OBLIGATED
PURCHASED SERVICES	68,544	5,834	8,225	68,780	(8,461)	112.3%
MATERIALS AND SUPPLIES	350,990		17,373	82,805	250,812	28.5%
CAPITAL OUTLAY	78,240	6,520	6,520	71,720		100.0%
TOTAL	497,774	12,354	32,118	223,305	242,351	51.3%

VIRGINIA BEACH CITY PUBLIC SCHOOLS
STATEMENT OF EXPENDITURES AND ENCUMBRANCES
CAPITAL PROJECTS
JULY 1, 2023 THROUGH SEPTEMBER 30, 2023

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	FY 2024 APPROPRIATIONS	MONTH'S EXPENDITURES	YEAR-TO-DATE EXPENDITURES	PROJECT-TO-DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	REMAINING BALANCE	PERCENT OBLIGATED
601001-RENOV-REPLACMT-ENERGY MGMT II	15,325,000	181,260	776,532	10,767,783	725,592	3,831,625	75.00%
601002-TENNIS COURT RENOVATIONS II	2,000,000	225	225	1,636,301	49,201	314,498	84.28%
601005-JOHN B DEY ES MODERNIZATION	27,970,076			27,690,474		279,602	99.00%
601006-THOROUGHGOOD ES REPLACEMENT	32,470,000			32,426,266	25,997	17,737	99.95%
601007-PRINCESS ANNE MS REPLACEMENT	76,938,759			76,891,596	45,174	1,989	100.00%
601013-RENOV & REPLACE-REROOFING PHASE II	35,025,639			35,025,361	278		100.00%
601015-PRINCESS ANNE HS REPLACEMENT	156,909,497	850,299	1,205,502	2,805,971	4,085,981	150,017,545	4.39%
601016-ENERGY PERFORMANCE CONTRACTS PHASE II	35,000,000		649,137	31,201,462	1,219,066	2,579,472	92.63%
601017-RENOV & REPLACE-GROUND PH III	18,337,887	1,080,424	1,090,738	15,664,899	764,650	1,908,338	89.59%
601018-RENOV & REPLACE-HVAC PH III	54,108,316	360,984	1,206,900	30,807,645	6,815,673	16,484,998	69.53%
601019-RENOV & REPLACE-REROOFING PH III	30,950,000	1,071,635	2,353,461	20,009,762	4,699,419	6,240,819	79.84%
601020-RENOV & REPLACE - VARIOUS PH III	21,725,000	403,551	1,510,219	13,461,575	1,492,649	6,770,776	68.83%
601021-PLAZA ANNEX-LASKIN ROAD ADDITION	13,720,000	5,025	5,025	13,625,032	88,711	6,257	99.95%
601022-ELEMENTARY PLAYGROUND EQUIPMENT REP	2,834,737			1,356,268		1,478,469	47.84%
601023-STUDENT DATA MANAGEMENT SYSTEM	12,187,001			12,183,527		3,474	99.97%
601025-SCHOOL HR-PAYROLL	9,196,000			8,867,573		328,427	96.43%
601026-LYNNHAVEN MIDDLE SCHOOL EXPANSION	14,250,000	329,790	963,333	12,960,853	227,528	1,061,619	92.55%
601027-RENOV & REPLACE-SAFE SCHOOLS IMPROVEMENTS	800,000	56,650	68,365	656,127	86,758	57,115	92.86%
601028-B F WILLIAMS ES-BAYSIDE 6TH REPLACEMENT	28,547,220	325,646	437,714	1,085,266	1,564,820	25,897,134	9.28%
601029-BAYSIDE HIGH SCHOOL REPLACEMENT	21,776,775	728,420	916,514	2,405,778	3,500,729	15,870,268	27.12%
601030-REPLACEMENT PAYROLL SYSTEM	7,382,407					7,382,407	
601031-SCHOOL BUS & FLEET REPLACEMENT	7,713,000	10,763	432,319	3,101,956	4,326,972	284,072	96.32%
601032-PHONE SYSTEM REPLACEMENT	7,266,223	253,634	254,547	3,080,861	3,801,534	383,828	94.72%
601999-PAYROLL ALLOCATION		185,605	578,619	578,619		(578,619)	
TOTAL CAPITAL PROJECTS	632,433,537	5,843,911	12,449,150	358,290,954	33,520,732	240,621,851	61.95%

VIRGINIA BEACH CITY PUBLIC SCHOOLS
GREEN RUN COLLEGIATE CHARTER SCHOOL
JULY 1, 2023 THROUGH SEPTEMBER 30, 2023

B 18

ASSETS:		LIABILITIES:	
CASH	3,806,305	CHECKS PAYABLE	4,131
		SALARIES PAYABLE-OPTIONS	33,156
		FICA PAYABLE-OPTIONS	2,538
		TOTAL LIABILITIES	<u>39,825</u>
		FUND EQUITY:	
		FUND BALANCE	12,554
		ESTIMATED REVENUE	(4,363,929)
		APPROPRIATIONS	4,363,957
		ENCUMBRANCES	21,453
		RESERVE FOR ENCUMBRANCES	(21,453)
		EXPENDITURES	(610,031)
		REVENUES	<u>4,363,929</u>
		TOTAL FUND EQUITY	<u>3,766,480</u>
TOTAL ASSETS	<u>3,806,305</u>	TOTAL LIABILITIES AND FUND EQUITY	<u>3,806,305</u>

	FY 2024 ESTIMATED	MONTH'S REALIZED	YR-TO-DATE REALIZED	UNREALIZED REVENUES	PERCENT REALIZED	2023 PERCENT REALIZED
REVENUES:						
TRANSFER FROM GENERAL FUND	<u>4,363,929</u>		<u>4,363,929</u>		100.0%	100.0%
TOTAL REVENUES	<u>4,363,929</u>		<u>4,363,929</u>		100.0%	100.0%
PYFB-ENCUMBRANCES	<u>28</u>					
	<u>4,363,957</u>					

	FY 2024 APPROPRIATIONS	MONTH'S EXPENDITURES	YR-TO-DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	REMAINING BALANCE	PERCENT OBLIGATED	2023 PERCENT OBLIGATED
EXPENDITURES:							
PERSONNEL SERVICES	2,670,860	265,030	364,554		2,306,306	13.6%	12.8%
FRINGE BENEFITS	911,686	95,843	120,256		791,430	13.2%	12.0%
PURCHASED SERVICES	436,422	5,600	34,256		402,166	7.8%	11.5%
OTHER CHARGES	76,574	22,062	59,116		17,458	77.2%	39.3%
MATERIALS AND SUPPLIES	<u>268,415</u>	<u>11,455</u>	<u>31,849</u>	<u>21,453</u>	<u>215,113</u>	19.9%	11.0%
TOTAL	<u>4,363,957</u>	<u>399,990</u>	<u>610,031</u>	<u>21,453</u>	<u>3,732,473</u>	14.5%	12.8%



A Presentation to the School Board

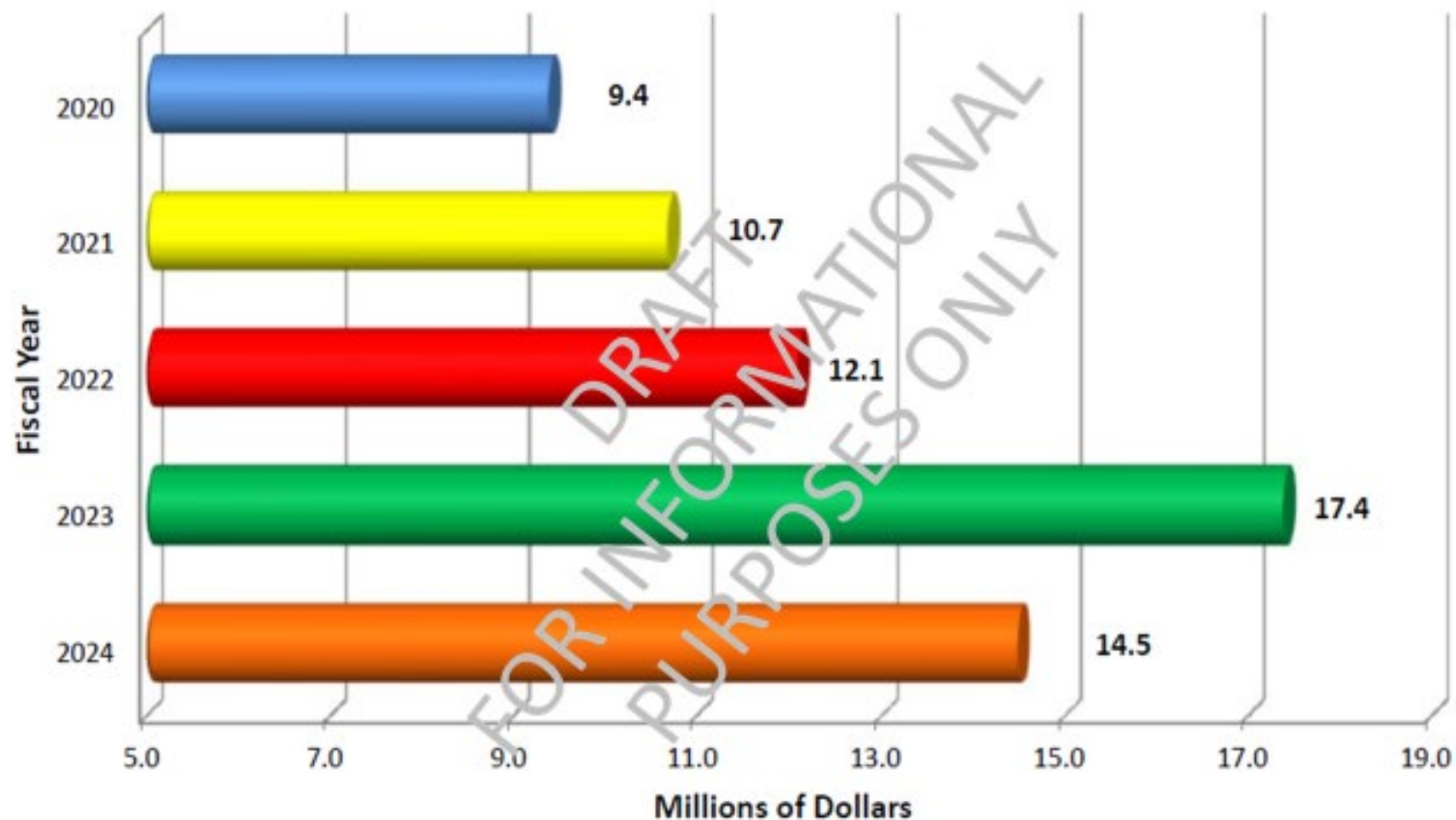
By: The Department of Budget and Finance, Office of Business Services
Tuesday, October 24, 2023

School Operating Fund Revenue Percentage of Actual to Budget as of September 30, 2023

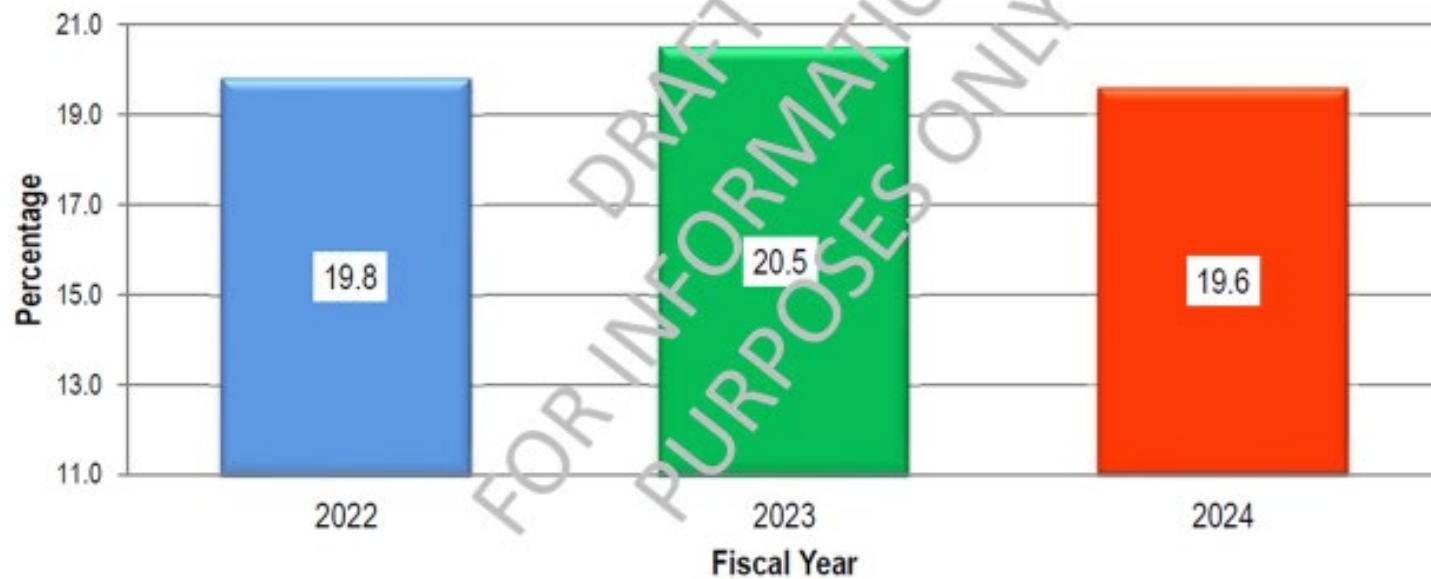
Chart Area



State Sales Tax Revenue through September 30, 2023



School Operating Fund Expenditures/Encumbrances Percentage of Actual to Budget as of September 30, 2023





Subject: Policy Review Committee Recommendations

Item Number: 12B 1-11

Section: Information

Date: October 24, 2023

Senior Staff: Eugene Soltner, Ph.D., Chief of Staff

Prepared by: Jessica Owens, PRC Chair and Kamala Lannetti, School Board Attorney

Presenter(s): Kamala Lannetti, School Board Attorney

Recommendation:

That the School Board approve Policy Review Committee (PRC) recommendations regarding review, amendment, and repeal of certain bylaws and policies as reviewed by the PRC at its October 9, 2023 meeting.

Background Summary

1. **Bylaw 1-14 Data Allowance, Salary Allowance**- the PRC recommends that, effective January 1, 2025, the School Board approve amending the School Board Member's annual salary from \$12,000 to \$20,000 and removing the Communication and Data Allowances.
2. **Bylaw 1-47 Public Comments at School**-the PRC recommends that the School Board limit priority for current students on the public speakers list to first ten speakers and then alternate current student speakers with other speakers until current students have all spoken. Additionally, the PRC recommends an amendment that would limit the time for each speaker to two minutes for any meeting at which more than forty five speakers have signed up to speak. The PRC proposes that the School Board discuss other amendments to the Bylaw regarding speakers or the agenda that would assist the School Board in for efficient meetings that provided sufficient time for the School Board to discuss and vote on matters.
3. **Policy 4-62 Evaluation: Licensed Personnel** – the PRC recommends amendments to reflect current requirements of licensed personnel evaluations and updates to legal references.
4. **Policy 5-6 Student/Parent/Guardian Appeals**- the PRC recommends amending the title and adding language to clarify that when the right to an appeal is not set forth in law, policy or regulation that the Superintendent has sole discretion to consider an appeal and that the School Board will only consider an appeal when law, policy or regulation require the School Board to do so.
5. **Policy 5-11 Age of Compulsory Attendance/Exemptions** – the PRC recommends minor clarifying amendments.
6. **Policy 5-12 Legal Withdrawal** – the PRC recommends minor clarifying amendments.
7. **Policy 5-13 Home Instruction** – the PRC recommends minor clarifying amendments.
8. **Policy 5-17 Absences/Truancy/ Parental Notification** – the PRC recommends minor clarifying amendments.
9. **Policy 5-21 Student Suspensions and Expulsions** – the PRC recommends minor clarifying amendments.
10. **Policy 5-36 Conduct Invoking Punitive Action** – the PRC recommends minor clarifying amendments.
11. **Policy 7-3 Access to Records**- the PRC recommends amending the title, adding clarifying language, and adding Paragraph C regarding the FOIA Officer and regulations regarding FOIA.

Source:

Code of Virginia, 1950, as amended, § 22.1-253.12:7 School Board Policies.
Policy Review Committee Meeting of October 9, 2023

SCHOOL BOARD BYLAWS

Compensation and Expenses

A. Compensation

A Member of the School Board shall be compensated at a rate not to exceed the maximum salary as provided in accordance with the Code of Virginia. The Chair may, in the discretion of the School Board, be compensated with such additional salary allowed by the Code of Virginia. Effective January 1, 2025, the annual salary for School Board Members will be \$20,000 and the annual salary for the School Board Chair will be \$22,000.

B. Expenses

Members of the School Board shall be reimbursed for private transportation for attending meetings of the School Board and in conducting other official business of the School Board at the same rate authorized for School Division employees.

All reasonable expenses for School Board Members, including travel, food and lodging, shall be paid by the School Board when such Members are acting in their official capacities as School Board Members or representing the School Board at meetings, conferences and conventions. School Board Members may not exceed the personal allocation for specific meetings, conferences, and conventions determined by the School Board without prior School Board approval.

Members of the School Board may elect to receive: 1) a Communication Allowance at the same rate authorized for Chief Officers; and/or 2) a data allowance at the rate of \$100 per month. Effective January 1, 2025, the School Board Members will no longer receive the Communication Allowance and the Data Allowance- The School Board may employ ~~a~~ support staff persons~~s~~ to assist School Board Members to fulfill the duties of their offices.

Editor's Note

~~On November 20, 2007, the School Board adopted a Resolution to annually compensate School Board Members \$12,000 and the Chairman \$14,000.~~

Legal Reference

Code of Virginia §22.1-32, as amended. Salary of members.

Adopted by School Board: July 21, 1992

Amended by School Board: August 17, 1999

Amended by School Board: February 20, 2001

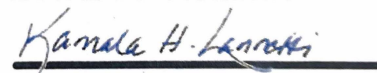
Amended by School Board: December 2, 2008

Amended by School Board: August 2, 2016

Amended by School Board: December 11, 2018

Amended by School Board: 2023

APPROVED AS TO
LEGAL SUFFICIENCY


Kamala H. Lennetti

SCHOOL BOARD BYLAWS

Public Comments at School Board Meetings

At regular School Board meetings and public hearings, the School Board shall accept comments from members of the public on matters relevant to PreK-12 public education in Virginia Beach and the business of the School Board and the School Division. Members of the public have multiple methods to communicate with the School Board and are encouraged to communicate with the School Board outside of meetings. The School Board reserves the right to limit, discontinue or otherwise alter the methods by which public comments will be accepted during School Board meetings.

A. When public comments are accepted at School Board Meetings

The School Board shall accept public comments during a School Board meeting when the agenda for that meeting includes a public comment section. Public comments are not accepted at School Board committee meetings. Public comments are generally not accepted at special, emergency, retreat, or abridged meetings of the School Board.

B. Arrangements for public speakers

1. Signing up to speak.

Members of the public may sign up to speak for public comment sections of School Board meetings as designated in the meeting agenda or otherwise noted by the School Board. When not otherwise designated by the meeting agenda or notice, members of the public must sign up to speak during public comment sections by noon on the day of the meeting.

2. Responsibility for preparations for public speakers.

The School Board authorizes the School Board Clerk and the Superintendent or their designees to determine how speakers may sign up, the order of speakers, the accommodations that can be provided to speakers seeking accommodations to address the School Board, the methods for in person speakers to address the School Board, the methods for speakers to address the School Board electronically or telephonically, and other reasonable or necessary decisions to allow speakers to address the School Board during public comment sections. The School Board Chair with the assistance of the Superintendent or their designees are authorized to maintain order and decorum for all members of the public who are in the location of the meeting.

C. Limitations on public comments

When the School Board accepts public comment during a meeting, the following rules or procedures will apply:

1. Once the public comment section of an Agenda has begun the School Board may suspend Public Comments at 8:00 p.m. to handle other matters on the Agenda and then resume Public Comments later in the meeting, The Chair or designee, with the consensus of the School Board Members present, may choose to extend the public

comments past 8:00 p.m. for a short period of time if doing will conclude the public comments for the meeting.

2. Public speakers may address the School Board only one time during a meeting.
3. Public speakers signed up to speak during a School Board meeting may be allotted up to three (3) minutes to address the School Board. When more than forty-five speakers are signed up for a meeting, all speakers will be allotted two (2) minutes to speak for that meeting.
4. The first ten speakers will be currently enrolled VBCPS students (if there are more than ten student speakers signed up). After the first ten student speakers, student speakers signed up to speak will be alternated with non-student speakers until there are no more currently enrolled VBCPS student speakers for that meeting. ~~Priority will be given to students currently enrolled in the School Division to address the School Board during public comment sections of the agenda and~~ The School Board Clerk or designee is authorized to develop procedures to affect this priority.
5. The Chair or designee will be the only Member of the School Board who will address a public speaker. During public comments, the School Board does not answer questions, accept items from speakers or otherwise respond to public speakers.
6. Public speakers must limit comments to the School Board to matters directly related to PreK-12 public education in Virginia Beach or the business of the School Board and the School Division.
7. Public speakers may not violate decorum and/or order rules or other required safety or health mitigation requirements when addressing the School Board.
8. Public speakers may not cede or switch their assigned positions in the order of speakers, cede any portion of their time or allow other speakers to address the School Board during the speaker's time.
9. After being warned, public speakers whose allotted time has concluded, who have been ruled out of order, who are in violation of decorum rules, or who are in violation of safety or health protocols must leave the podium and discontinue comments. The Chair or designee may determine that a public speaker's failure to leave the podium or discontinue comments is a breach of order and decorum and may direct the Superintendent, staff members, the sergeant at arms or their designees to escort the public speaker from the podium. The Chair and Superintendent or their designees are authorized to take all appropriate actions to address the breach of order and decorum or violation of law or regulation.
10. Any comments by the Chair or designee or the speaker regarding issues of order or decorum will not extend a speaker's allotted time to address the School Board.
11. Public speakers who are ruled out of order and/or in violation of decorum rules or safety or health protocols will forfeit any remaining time to address the School Board.

12. School Board Members who disagree with the determination of the School Board Chair may make a motion with a second to vote to overrule the Chair or designee's decision regarding a specific speaker. Such motion must be made directly after the Chair or designee's decision. Only one motion per speaker will be allowed.
13. Other forms of public comment will not be accepted during meetings from any person who has not been called up and is at the podium or who has been called to speak electronically or telephonically.

D. Public comments at Public Hearings

When the School Board has scheduled a public hearing for the purpose of receiving public comment, the School Board shall accept comment only on the topic(s) for which the public hearing was called. The School Board Chair or the Superintendent or their designees may create procedures to address how public comments will be accepted during the public hearing and will not be required to follow the same procedures used for public comments during other meetings. Rules regarding decorum and order and applicable safety and health protocols will be followed.

Legal Reference

Code of Virginia § 22.1-79, as amended. Powers and duties.

Related Links

School Board [Bylaw 1-48](#).

School Board Bylaws [Appendix B](#).

Adopted by School Board: July 21, 1992

Amended by School Board: August 16, 1994

Amended by School Board: September 19, 1995

Amended by School Board: August 17, 1999

Amended by School Board: February 20, 2001

Amended by School Board: December 3, 2002

Amended by School Board: December 2, 2008

Amended by School Board: August 2, 2016

Amended by School Board: March 27, 2018

Amended by School Board: September 9, 2020

Amended by School Board: May 11, 2021

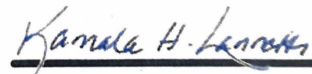
Amended by School Board: July 20, 2021

Amended by School Board: September 28, 2021

Reviewed by School Board: December 13, 2022

Amended by School Board: 2023

APPROVED AS TO
LEGAL SUFFICIENCY



PERSONNEL

Evaluation: Licensed Personnel

A. Procedure

The School Board shall develop a procedure for use by the Superintendent and other administrators to evaluate instructional personnel that is appropriate to the tasks performed and addresses, among other things, by instructional personnel which shall be used by the Superintendent and administrators to evaluate instructional personnel. The process must address: 1) Professional Knowledge; 2) Instructional Planning; 3) Instructional Delivery; 4) Assessment of and for Student Learning; 5) Learning Environment; 6) Culturally Responsive Teaching and Equitable Practices; 7) Professionalism; and 78) Student Academic Progress. The Superintendent or designee shall provide the School Board with a written recommended procedure for evaluation for the School Board to consider and adopt.

Student academic progress must be a significant component and an overall summative rating in the teacher evaluation. Teacher evaluations shall also include:

1. Regular observation and evidence that instruction is aligned with the school's curriculum.
2. Identification of areas of individual strengths and weaknesses.
3. Recommendations for appropriate professional activities.
4. An evaluation of cultural competency.

B. Evaluator Training

Beginning September 1, 2000, Principals, Assistant Principals and other administrative personnel participating in the evaluation and documentation of employee performance must have received training provided by the Superintendent and his staff for designees, pursuant to Virginia Code § 22.1-253.13:5, in the evaluation and documentation of employee performance, which evaluation and documentation shall include, but shall not be limited to, employee skills and knowledge and student academic progress. Assistant principals and other administrative personnel participating in the evaluation and documentation of employee performance must also be trained in the evaluation and documentation of employee performance.

C. Probationary Employees

Appropriate administrative staff shall annually evaluate probationary teachers by using School Board developed procedures. The Superintendent shall consider each annual evaluation of a probationary employee in the nonrenewal process. If a teacher's annual performance evaluation during the probationary period is unsatisfactory, the School Board shall not reemploy such teacher.

Editor's Note

See School Board Policy 4-56 for mentorship program for probationary teachers and financial incentives for excellence in teaching.

Legal Reference

Code of Virginia § 22.1-253.13:5, as amended. Standard 5. Quality of classroom instruction and educational leadership.

Code of Virginia § 22.1-253.13:7, as amended. Standard 7. School board policies.

Code of Virginia § 22.1-303.1, as amended. Immunity from civil liability for certain individuals.

Code of Virginia § 22.1-293, as amended. School Boards authorized to employ principals and assistant principals; licensed required; powers and duties.

Code of Virginia § 22.1-295, as amended. Employment of teachers.

Code of Virginia § 22.1-303, as amended. Probationary terms of service for teachers.

Virginia Department of Education. *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers* (approved March 18, 2021), as amended.

Virginia Department of Education. *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers* (effective July 1, 2012).

Virginia Department of Education. *Virginia Standards for the Professional Practice of Teachers* (effective on July 1, 2012).

Related Links

School Board [Policy 4-56](#)

Adopted by School Board: March 18, 1975

Amended by School Board: August 21, 1990

Amended by School Board: July 16, 1991

Amended by School Board: July 13, 1993 (Effective August 14, 1993)

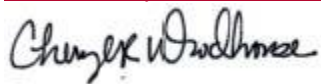
Amended by School Board: March 7, 2000

Amended by School Board: February 8, 2005

Amended by School Board: December 4, 2012

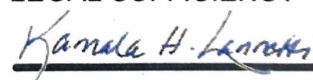
Amended by School Board: March 27, 2018

Amended by School Board:



6/13/2023

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LEGAL SUFFICIENCY



STUDENTS

Student/Parent/Legal Guardian Appeals- matters affecting students

An appeal is a formal written request for reconsideration of an action affecting a student which is imposed by a teacher or administrator.

A student or the, parent/legal guardian of a minor student has the right to initiate an appeal in accordance with applicable law or regulation. Where no law, policy or regulation specifically grants the right to an appeal of a certain action affecting a student by a teacher or an administrator, the Superintendent or designee will have sole discretion as to whether an appeal will be considered. The School Board will only consider an appeal of an action affecting a student when law, policy or regulation specifically requires that the School Board do so.

The Superintendent or designee shall develop regulations and administrative procedures to be used by a person making an appeal.

Adopted by School Board: June 15, 1993 (Effective August 14, 1993)

Amended by School Board: June 5, 2001

Amended by School Board: May 22, 2018

Amended by School Board: 2023

APPROVED AS TO
LEGAL SUFFICIENCY

Kamala H. Larrabee

STUDENTS

Age of Compulsory Attendance/Exemptions

Every parent, guardian, or other person having control of a child who will have reached his/her fifth birthday on or before September 30 of any school year and who has not passed his/her eighteenth birthday shall, during the period of each year the public schools are in session and for the same number of days and hours per day as the public schools, send such child to a public school or to a private, denominational or parochial school or have such child taught by a tutor or teacher of qualifications prescribed by the [Virginia](#) Board of Education and approved by the Superintendent or [designee to](#) provide home instruction for the child pursuant to Virginia Code § 22.1-254.1, [as amended](#).

As prescribed in the regulations of the [Virginia](#) Board of Education, the compulsory education requirement may also be met by: i) attending an alternative program of study or work/study offered by a public, private, denominational or parochial school or by a public or private degree-granting institution of higher education; ii) in the case of any five-year-old child, by sending the child to any public educational prekindergarten program, or in a private, denominational or parochial educational prekindergarten program; iii) for a student who is at least sixteen years of age through an individual student alternative education plan developed in accordance with the guidelines set forth by the Superintendent in Division Regulation 6-76.1; or iv) obtaining a high school diploma, its equivalent, or a certificate of completion.

The requirements of this section shall apply to: i) any child in the custody of the Virginia Department of Juvenile Justice or the Virginia Department of Corrections who has not passed the eighteenth birthday; and ii) any child whom the Superintendent has required to take a special program of

prevention, intervention, or remediation as provided in subsection C of the Code of Virginia § 22.1-253.13:1 and in § 22.1-254.01, as amended.

The requirements of this section shall not apply to: a) any person 16 through 18 years of age who is housed in an adult correctional facility when such person is actively pursuing the achievement of a passing score on a high school equivalency examination approved by the Virginia Board of Education but is not enrolled in an individual student alternative education plan; and b) any child who has obtained a high school diploma or its equivalent, a certificate of completion, or has achieved a passing score on a high school equivalency examination approved by the Virginia Board of Education, or who has otherwise complied with compulsory school attendance requirements.

Within one calendar month of the opening of school, the School Board shall send to the parents or guardian of each minor student enrolled in the School Division a copy or a link to online access of the compulsory school attendance law and the enforcement procedures and policies established by the School Board.

The Superintendent-or designee shall be responsible for ensuring that all school-age children residing in the School Division, not otherwise excused pursuant to the guidelines set forth in Regulation 5-11.1, meet the compulsory education requirements contained in this Policy and Virginia Code § 22.1-254, as amended.

Editor's Note

~~*See School Board Policy 5-12 for Legal Withdrawal.*~~

~~*See School Board Policy 5-13 and any implementing regulations for home instruction.*~~

Legal Reference

Code of Virginia § 22.1-254, as amended. Compulsory attendance required; excuses and waivers; alternative education program attendance; exemptions from article.

Code of Virginia § 22.1-263, as amended. Violation constitutes misdemeanor.

Code of Virginia § 22.1-264, as amended. Misdemeanor to make false statements as to age.

Code of Virginia § 22.1-265, as amended. Inducing children to absent themselves.

Code of ~~Virginia~~Virginia § 22.1-266, as amended. Law-enforcement officers and truant children.

Code of Virginia § 22.1-267, as amended. Proceedings against habitually absent child.

Code of Virginia § 22.1-268, as amended. Duty of Commonwealth's attorneys to prosecute cases arising under article; jurisdiction of offenses.

Code of Virginia § 22.1-269, as amended. Board to enforce.

Related Links

School Board [Regulation 5-11.1](#)

School Board [Policy 5-12](#)

School Board [Policy 5-13](#)

School Board [Regulation 6-76.1](#)

Code of Virginia § [22.1-253.13:1](#)

Code of Virginia § [22.1-254.01](#)

Adopted by School Board: June 15, 1993 (Effective August 14, 1993)

Amended by School Board: May 16, 2000

Amended by School Board: June 11, 2018

Amended by School Board: 2023

APPROVED AS TO
LEGAL SUFFICIENCY

Kamala H. Lennetti

STUDENTS

Legal Withdrawal

A. Kindergarten

A parent or legal guardian may withdraw, from kindergarten, any child who will not have reached his/her sixth birthday on or before September 30 of that school year provided that the parent or legal guardian notifies the Superintendent or designee that he/she does not wish the child to attend school until the following year because the child, in the opinion of the parent or legal guardian, is not mentally, physically or emotionally prepared to attend school.

B. Other

1. The ~~School Board~~ ~~superintendent~~ shall approve the withdrawal of:
 - a. Any student who, together with his/her parents/legal guardian, by reason of bona fide religious training or belief is conscientiously opposed to attendance at school. For purposes of this subdivision, "bona fide religious training or belief" does not include essentially political, sociological or philosophical views or a merely personal moral code; and
 - b. On the recommendation of the juvenile and domestic relations district court of the county or city in which the pupil resides and for such period of time as the court deems appropriate, any pupil who, together with his parents, is

opposed to attendance at a school by reason of concern for such pupil's health, as verified by competent medical evidence, or by reason of such pupil's reasonable apprehension for personal safety when such concern or apprehension in that pupil's specific case is determined by the court, upon consideration of the recommendation of the principal and division superintendent, to be justified.

2. The School Board may approve the withdrawal of a student:

- a. On recommendation of the principal and the division superintendent and with the written consent of the parent or legal guardian of a minor student, any student who the School Board determines, in accordance with regulations of the Virginia Board of Education, cannot benefit from education at such school; and
- b. On recommendation of the juvenile and domestic relations district court of the county or city in which the student resides, any student who, in the judgment of such court, cannot benefit from education at such school.

Legal Reference

Code of Virginia, § 22.1-254, as amended. Compulsory attendance required; excuses and waivers; alternative education program attendance; exemptions from article.

Adopted by School Board: June 15, 1993 (Effective August 14, 1993)

Adopted by School Board: February 21, 1995

Amended by School Board: June 11, 2018

Amended by School Board: 2023

APPROVED AS TO
LEGAL SUFFICIENCY



STUDENTS

Home Instruction

A. Generally

The General Assembly has determined that home instruction is an acceptable alternative to compulsory school attendance.

B. Procedures

Parents/legal guardians of minor children who provide home instruction shall adhere to procedures developed by the Superintendent and set forth in Regulation 5-13.1. The Superintendent or designee shall promulgate and enforce written regulations for parents/legal guardians homeschooling their school age children in the City of Virginia Beach.

Legal Reference

Code of Virginia § 22.1-254.1, as amended. Declaration of policy; requirements for home instruction of children.

Related Links

School Board [**Regulation 5-13.1**](#)

Adopted by School Board: June 15, 1993 (effective August 14, 1993)

Amended by School Board: October 6, 1998

Amended by School Board: August 22, 2006

Amended by School Board: October 4, 2016

Amended by School Board: 2023

APPROVED AS TO
LEGAL SUFFICIENCY

Kamala H. Lencioni

STUDENTS

Absences/Truancy/Parental Notification

A. Absences

1. Generally

Students of school age shall attend their assigned schools during school hours in accordance with state law.

Students are considered absent if they are not present on days that school is in session as determined by the School Board approved calendar or during make-up days determined by the Superintendent or School Board. The Superintendent through the principals shall be responsible for maintaining accurate records of attendance and for closely monitoring all excused and unexcused absences.

2. Excused Absences

- a. Documented absences are defined as absences for personal illness, serious illness or death in the family, exposure to contagious disease, extremely inclement weather, school-sponsored activity or observance of a recognized religious holiday. The eligible student or parent or legal guardian of a minor student will provide written notice to the school of the reason for the absence or tardiness.
- b. Preapproved absences are defined as absences for cause and absences that occur with the full

knowledge and consent of the eligible student or the parents/legal guardian of the minor student. The principal, at the principal's/his/her or designee's discretion, may accept as valid the reasons for these absences.

- c. Other verifiable reasons may be deemed excused at the discretion of the principal or designee.

B. Truancy

Truancy is defined as the absence of a student for other than a legitimately recognized reason for all or part of a day when school is in session. The Superintendent or designee shall develop regulations for monitoring truant students and may establish reasonable disciplinary measures based upon the frequency of truancy and the age of the student.

C. Notification of Parents of Absent Students

As required by state law and regulation, each principal or his/her designee shall make a reasonable effort to see that parents/legal guardians of minoreach student be contacted alled when the student is absent. Parents/legal guardians of minor students will provide a number to be called or an email address. This may be the main contact phone number, work number, email address or emergency contact number.

Legal Reference

Code of Virginia § 22.1-253.13:7, as amended. Standard 7. Policy manual.

Code of Virginia § 22.1-258, as amended. Appointment of attendance officers; notification when pupil fails to report to school.

Code of Virginia § 22.1-259, as amended. Teachers to keep daily attendance records.

Code of Virginia § 22.1-260, as amended. Report of children enrolled and not enrolled.

Code of Virginia § 22.1-261, as amended. Division Superintendent to make list of children not enrolled; duties of attendance officer.

Code of Virginia § 22.1-262, as amended. Complaint to court when parent fails to comply with law.

Code of Virginia § 22.1-267, as amended. Proceedings against habitually absent child.

Adopted by School Board: October 21, 1969

Amended by School Board: February 15, 1977

Amended by School Board: August 15, 1978

Amended by School Board: August 4, 1983

Amended by School Board: August 21, 1990

Amended by School Board: July 16, 1991

Amended by School Board: July 13, 1993 (Effective August 14, 1993)

Amended by School Board: June 20, 1995

Amended by School Board: August 21, 2001

Amended by School Board: August 27, 2018

Amended by School Board: 2023

APPROVED AS TO
LEGAL SUFFICIENCY

Kamala H. Larrabee

School Board of the City of Virginia Beach
Policy 5-21

STUDENTS

Student Suspensions and Expulsions

A. Generally

Students may forfeit their right to educational opportunities when their conduct is such that it substantially and materially disrupts the educational process and/or deprives others of their rights to educational opportunities. (For suspension and expulsion of students with disabilities, see Regulation 5-21.3).

Students may be disciplined as set forth in the appropriate Code of Student Conduct, Discipline Guidelines promulgated by the Office of Student Leadership, the policies and administrative regulations of the School Board for any disturbance to the learning environment, and for other good and just cause. The frequency, duration and reasons for student suspensions shall be monitored by the Office of Student Leadership on a regular basis. The Discipline Guidelines promulgated by the Office of Student Leadership shall be consistent with law, School Board policies and regulations.

For the purpose of this Regulation the term "parent" will be defined to mean: a natural or biological parent; a legal or adoptive parent; a foster parent or legal guardian; or step parent or other person standing in locos parentis to a student. Any requirement for notice to or meeting with a parent will be satisfied by providing notice to or meeting with any one person meeting the definition of parent.

B. In-School Suspension

See Regulation 5-21.2.

C. Out-of-School Suspensions of Ten (10) Days or Less

1. Each school principal, assistant principal, acting principal or ~~his/her~~ designee-s may suspend a student when, in ~~their judgment~~his/her judgment, this action is required. In the exercise of this authority, the principal or ~~his/her~~ designee is subject to all provisions of law, of this ~~P~~policy, School Board regulations, the Code of Student Conduct, and the Discipline Guidelines.
2. Students may be suspended from school for up to five (5) school days by the school principal, assistant principal, acting principal, or designeess-and for up to an additional five (5) school days by a principal with the concurrence of the Director of the Office of Student Leadership, acting as the Superintendent's designee.

3. Prior to imposing a suspension, the principal, assistant principal or acting principal or designeess must inform the student of the charges against ~~the student~~him/her.

If the student denies the charges, ~~the student~~ he/she must be given an explanation of the facts as known to school personnel and an opportunity to present ~~the student's~~ his/her version of the facts. If ~~the student~~ he/she deems it necessary, the principal, assistant principal or acting principal or designeess may conduct a further investigation into the matter. The Superintendent ~~or designees~~ shall promulgate regulations governing procedures for such suspensions which are in accordance with this ~~P~~policy and all provisions of law.

4. Students whose presence poses a continuing danger to persons or property or an ongoing threat of disruption may be removed from school immediately. The notice of charges, explanation of facts and opportunity to present

the student's~~his/her version~~ of what occurred shall be provided as soon as practicable thereafter.

5. Upon suspension from school of any student, the principal, assistant principal or acting principal shall report the facts of the case in writing to the Superintendent or ~~his/her designee~~, the minor student's parent, and the student as soon as practicable.
6. Appeals of disciplinary actions resulting in out-of-school suspensions of ten (10) days or less shall be governed by the procedures set forth in Policy 5-6 and Regulation 5-6.1.
7. Notice to an adult student or ~~a~~ minor student's parent /legal guardian will include: notification of the length of suspension; information regarding the availability of community based educational programs, alternative education programs or other educational options; and of the student's right to return to regular school attendance upon expiration of the suspension. The costs of any community-based educational program, or alternative education program or educational option, which is not part of the educational program offered by the School Division, shall be borne by the adult student or the minor student's parent /legal guardian.

D. Out-of-School Suspensions for Eleven to Forty-five Days (Long-Term Suspensions)

1. The Superintendent or ~~his/her~~ designee(s) through a hearing officer may suspend students from school for eleven to forty-five school days after providing the minor student and ~~his/her the minor student's~~ parent /legal guardian or the adult student with written notice of the proposed action, the reasons therefore, the right to a hearing before the School Board or a discipline

committee thereof, and a copy of the School Division's long-term suspension procedures.

2. The Superintendent or designees shall promulgate regulations in accordance with the law to carry out this Policy. In any case in which a student has been suspended by the Superintendent or ~~his/her~~ designee(s) after a hearing, the adult student or the minor student and the minor student's ~~his~~ parent/legal guardian may appeal the decision to a discipline committee of the School Board. The parent/legal guardian of the minor student or the adult student must be notified in writing of ~~the his/her~~ right to appeal. Such appeal must be in writing and must be filed with the Superintendent or ~~his/her~~ designee(s) within five (5) school days of the minor parent/legal guardian 's or the adult student's receipt of the suspension decision. Failure to file a written appeal within the specified time will constitute a waiver of the right to an appeal.
3. The discipline committee shall be composed of at least three (3) voting School Board Members and ~~take the~~ the school counselor, who will serve as a nonvoting member. In the event that only two School Board Members are present, the discipline committee may proceed to hear and decide the appeal with the school counselor, or designee, providing the third vote. The discipline committee, however constituted, will consider the appeal within thirty (30) days and transmit its decision to the adult student, the parent/legal guardian of a minor student, the principal and the Superintendent or designee.
4. If the decision of the full discipline committee is unanimous, the adult student or ~~the parent/legal guardian of a minor student is/her parent if the student is~~ the parent/legal guardian of a minor student

~~a minor~~ have no right of appeal to the full School Board. If the full discipline committee's decision is not unanimous, or the decision is made by a discipline committee consisting of less than three School Board Members, the adult student or the parent/legal guardian of a minor student~~this/her parent if the student is a minor~~ may appeal the discipline committee's decision to the full School Board. The parent/legal guardian of a minor student or or an adult student must be notified in writing of ~~the is/her~~ right to appeal. The appeal must be in writing and must be filed with the Director of the Office of Student Leadership within five (5) school days of the minor student's parent/legal guardian's or the adult student's receipt of the discipline committee's decision. Failure to file a written appeal within the specified time will constitute a waiver of the right to appeal. The School Board shall consider the appeal within thirty (30) days of the request for an appeal. A copy of the record which the School Board may consider as part of the appeal shall be furnished to the adult student or the minor student's parent/legal guardian prior to or contemporaneous with it being furnished to the School Board. The School Board, at its election, may hear oral argument on the appeal.

5. The written notice required by this section shall include notification of the length of the suspension, shall provide information to the adult student or the parent/legal guardian of ~~a~~the minor student concerning the availability of community-based educational, training, and intervention programs. Such notice shall state further whether or not the student is eligible to return to regular school attendance, or to attend an appropriate alternative education program approved by the ~~S~~School-~~B~~Board, or an adult education program offered by the ~~S~~School ~~D~~Division, during or upon the expiration of the

suspension, and the terms or conditions of such readmission. The costs of any community-based educational, training or intervention program that is not a part of the educational program offered by the School Division that the student may attend during the his suspension shall be borne by the minor student's parent/legal guardian or the adult student.

E. Violation of Out-of-School Suspension

While a student is under out-of-school suspension, the student ~~he/she~~ is denied access to the school premises except with the permission of the principal or ~~his/her~~ designee. If a student under out-of-school suspension is found on the school premises without the permission of the principal or ~~his/her~~ designee, the student~~he/she~~ shall be referred to the juvenile court authorities and/or shall be deemed a trespasser and prosecuted as such.

Any student who is under out-of-school suspension and also enrolled in a work cooperative program and/or extracurricular activities shall be restricted from employment and/or excluded as a participant or spectator from extracurricular activities until reinstated in his/her school. This also applies to students with disabilities.

Students who are subject to suspensions held in abeyance or probation periods will be subject to the terms set forth by the discipline decision. Violation of any of those terms may result in activation of the suspension and/or further discipline action being taken.

F. Reinstatement of Suspended Students

Any student who has been suspended from a school of this School ~~De~~vision is not eligible to attend any other school within the School ~~De~~vision until eligible to return to the assigned or home ~~his/her~~

~~regular~~-school. The manner in which a student is received on returning from ~~his/her~~-suspension is of utmost importance. The following steps should be used when applicable.

1. Accompanied by the parent/~~legal guardian~~ (if the student is a minor), the student shall report to the principal or other designated staff member upon return to school. The principal ~~or designee, adult student or~~ with the parent/~~legal guardian of a minor student~~ and ~~the minor~~ student, will discuss the need for the student to correct inappropriate behavior and conform to the expected behavior outlined in the Code of Student Conduct.
2. If there is a cause for an adjustment in the student's class schedule, the principal or another staff member shall consider the best class placement and confer with the teacher and/or counselor in preparation for the student's return, and shall explain the class schedule adjustment, if applicable.
3. The student shall be allowed to resume classroom activities subject to any terms as set forth by the principal ~~or designee~~.
4. If the ~~adult student or~~ parent/~~legal guardian of a minor student and the minor student~~ fail(s) to comply with this ~~P~~policy, the School Board may ask the Juvenile and Domestic Relations Court to proceed against ~~the student or parent~~him/her for willful and unreasonable refusal to participate in efforts to improve the student's behavior.

G. Expulsions

1. The principal or ~~designee~~acting principal may recommend to the Superintendent that a student be expelled. The principal shall notify the ~~adult student or the minor~~

student and ~~the his/her~~parent/legal guardian if the student is a minor in writing of the following:

- a. The proposed action and the reasons therefor;
 - b. The right of the student and/~~or the his/her~~parent/legal guardian of a minor student to a hearing before a hearing officer or a discipline committee of the School Board as determined by the Superintendent, or ~~his/her~~designee, if the recommendation to expel is upheld by the Superintendent, or ~~his/her~~designee;
 - c. The right to inspect the student's school records;
 - d. The right to appeal the decision of a non-unanimous, full discipline committee or a decision made by a discipline committee consisting of less than three School Board Members to the full School Board;
 - e. The student and ~~his/her the~~parent/legal guardian if the student is a minor shall also be provided a copy of the School Division's expulsion procedures.
2. In making a recommendation to expel a student for misconduct, other than misconduct involving firearms or drugs, the principal or ~~his~~designee shall consider and document, in writing, the following factors:
- a. The nature and seriousness of the violation;
 - b. the degree of danger to the school community;

- c. the student's disciplinary history, including the seriousness and number of previous infractions;
- d. the appropriateness and availability of an alternative education placement or program;
- e. the student's age and grade level;
- f. the results of any mental health, substance abuse, or special education assessments;
- g. the student's attendance and academic records; and
- h. such other matters as deemed appropriated

The written documentation of the principal regarding the ~~his/her~~ consideration of these factors shall be transmitted to the Superintendent/designee, Hearing Officer/ Discipline Committee/School Board, with the student's case and each shall consider these factors in recommending expulsion of the student. However, no decision to discipline a student shall be reversed on the grounds such factors were not considered.

3. The Superintendent, or ~~his/her~~ designee(s), shall review the principal's recommendation for expulsion and may either uphold or modify it. If the principal's recommendation of expulsion is upheld by the Superintendent or ~~his/her~~ designee(s), the Superintendent or ~~his/her~~ designee shall notify the adult student or the and his/her parent /legal guardian of a minor student of the time and place of a hearing before a discipline committee of the School Board. If the expulsion recommendation is reduced to a long-term suspension recommendation by the Superintendent's designee and is

referred to a hearing officer, the adult student or the parent/legal guardian of a minor student may appeal the decision rendered by the hearing officer to a discipline committee of the School Board. The discipline committee of the School Board is composed of at least three (3) voting members of the School Board and the school counselor, who will serve as a nonvoting member. In the event that only two School Board members are present, the committee can proceed to hear and decide the appeal with the school counselor, providing the third vote.

4. The procedure for a hearing before a discipline committee of the School Board shall be as follows:
 - a. The discipline committee shall determine the propriety of attendance at the hearing of persons not having a direct interest in the hearing. The hearing shall be private unless otherwise specified by the discipline committee.
 - b. The discipline committee may ask for opening statements from the principal or his/her representative and the student or his/her/the parent/legal guardian of a minor student, (or their representative) and, at the discretion of the discipline committee, may allow closing statements.
 - c. The parties shall then present their evidence. Because the principal or designee has the ultimate burden of proof, the principal or designee he/she shall present the his/her evidence first. Witnesses may be questioned by the discipline committee members and by the parties (or their representatives). The discipline

committee may, at its discretion, vary this procedure, but it shall afford full opportunity to both parties for presentation of any material or relevant evidence and shall afford the parties the right of cross-examination; provided, however, that the discipline committee may take the testimony of student witnesses outside the presence of the student, the his/her parent/legal guardian of a minor student and their representative if the School Board determines, in its discretion, that such action is necessary to protect the student witnesses.

- d. The parties shall produce such additional evidence as the discipline committee may deem necessary. The discipline committee shall be the judge of the relevancy and materiality of the evidence.
- e. The discipline committee will receive a copy of the student disciplinary package and any exhibits offered by the student prior to the hearing. Additional exhibits offered by the parties may be received into evidence by the discipline committee and, when so received, shall be marked and made part of the record.
- f. The discipline committee may, by majority vote, confirm, disapprove or alter the recommendation.
- g. The discipline committee shall transmit its decision to the adult student, his/her the parent/legal guardian of a minor student, their representative, the principal and the Superintendent or designee.

5. If the decision of the full discipline committee is unanimous, the student or his/her parent if the student is a minor has no right of appeal to the full School Board. If the discipline committee's decision is not unanimous or the decision is made by a committee consisting of less than three School Board Members, the adult student or the his/her parent/legal guardian if the student is a minor may appeal the discipline committee's decision to the full School Board. The appeal must be in writing and must be filed with the Superintendent within five (5) school days of the discipline committee's decision or receipt of the discipline committee's decision by the adult student or the parent/legal guardian of a minor student. Failure to file a written appeal within the specified time will constitute a waiver of the right to appeal. The School Board shall consider the appeal upon the record within thirty (30) days of the request for an appeal and shall transmit its decision to the adult student, the his/her parent/legal guardian of a minor student, their representative, the principal and the Superintendent or designee. A copy of the record which the School Board may consider as part of the appeal shall be furnished to the adult student or the parent/legal guardian of the minor student, their representative prior to or contemporaneous with it being furnished to the School Board. The School Board, at its election, may hear oral argument on the appeal.
6. The written notice required by this section shall include notification of the length of the expulsion, shall provide information to the parent/legal guardian of the minor student or the adult student concerning the availability of community-based educational, training, and intervention programs. Such notice shall state further whether or not the student is eligible to return to regular school

attendance, or to attend an appropriate alternative education program approved by the Sschool Bboard, or an adult education program offered by the Sschool Ddivision, during or upon the expiration of the expulsion, and the terms or conditions of such readmission. The costs of any community-based educational, training or intervention program that is not a part of the educational program offered by the School Division that the student may attend during the his-expulsion period shall be borne by the parent/legal guardian of the minor student or by the adult student.

Nothing in this section shall be construed to prohibit the School Board from permitting or requiring students expelled pursuant to this section to attend an alternative education program provided by the School Board for the term of such expulsion.

If the School Board determines that the student is ineligible to return to regular school attendance or to attend during the expulsion an alternative education program or an adult education program in the school division, the written notice shall also advise the adult student or parent/legal guardian of the minor student that the student may petition the School Board for readmission to be effective one calendar year from the date of the expulsion, and of the conditions, if any, under which readmission may be granted.

The School Board shall establish a schedule pursuant to which the student may apply and reapply for readmission to school. Such schedule shall be designed to ensure that the hearing and ruling on any petition for readmission, if granted, would enable the student to resume school

attendance one calendar year from the date of the expulsion.

H. Readmission of Expelled Students

Students who have been expelled by the School Board may be readmitted to school by the School Board following a full calendar year from the date of expulsion and a hearing before the School Board or a discipline committee thereof or under the terms for readmission established by the discipline committee or the School Board for the student at the time of the expulsion.

I. Violation of Expulsion

An expelled student who is found on school premises at any time without the permission of the School Board or Superintendent may be referred to law enforcement authorities as a trespasser.

Editor's Note

See for procedures for admission of students expelled or suspended from attendance at school by another school board or private school

For In-School Suspension see Regulation 5-21.2.

For appeal of In-School Suspension, see Regulation 5-6.1.

Legal Reference

Code of Virginia §22.1-276.01 through 22.1-277.2:1, as amended.

Related Links

School Board [**Policy 5-6**](#)

School Board [**Regulation 5-6.1**](#)

School Board [**Regulation 5-21.2**](#)

School Board [**Regulation 5-21.3**](#)

Adopted by School Board: July 13, 1993 (Effective August 14, 1993)

Amended by School Board: October 19, 1993

Amended by School Board: April 19, 1994

Amended by School Board: July 19, 1994

Amended by School Board: December 17, 1996

Amended by School Board: October 7, 1997

Amended by School Board: May 19, 1998 (Effective July 1, 1998)

Amended by School Board: September 21, 1999

Amended by School Board: June 5, 2001

Amended by School Board: October 9, 2001

Amended by School Board: October 19, 2004

Amended by School Board: April 4, 2006

Amended by School Board: August 27, 2018

Amended by School Board: 2023

APPROVED AS TO
LEGAL SUFFICIENCY

Kamela H. Lencioni

STUDENTS

Conduct Invoking Punitive Action

A. Generally

Regulations governing punitive actions for student conduct must be approved by the School Board prior to implementation.

Students may be suspended or expelled from attendance at school for sufficient cause. Punitive actions resulting in Out-of-School Suspension shall be governed by the procedures set forth in Regulation 5-6.1, Policy 5-21 and Regulation 5-21.1 and Regulation 5-21.3. The assignment of a student to In-School Suspension shall be governed by the procedures set forth in Regulation 5-21.2.

B. Due Process

With the requirements of fair and equitable treatment of all students and within the guidelines of applicable caselaw, and federal and state law and regulation, the following shall constitute the minimum due process procedures to be followed in the detention, suspension and expulsion of students.

1. The student, and parent(s)/legal guardian(s) of minor students shall be given written notice of the charges.
2. If the student denies them, the student will be provided with an explanation of the facts as known to school personnel and an opportunity to present the student's~~his/her~~ version of what occurred.

3. The student and parent(s)/legal guardian(s) of minor students shall be informed of the conditions of the disciplinary action.
4. In the case of a suspension of more than ten (10) school days or in the case of an expulsion, the hearing officer, the discipline committee members, or the School Board ~~M~~members should not be persons with the direct involvement in the incident or the recommended discipline, and should not have a personal or professional relationship with the student, the student's family, or the student's attorney. The hearing officer, discipline committee members, or the School Board ~~members~~ Members reserve the right to recuse themselves from a student disciplinary hearing for these reasons or other good and just cause.

If the student and parent(s)/legal guardian(s) of a minor student fail to appear, the hearing may be held in their absence and a decision may be rendered based upon the evidence that is presented.

5. The adult student or the parent/guardian of a minor student may appeal the decision as provided in School Board Policy 5-21 or 5-6 and the associated regulations, as appropriate.

Legal Reference

Code of Virginia § 22.1-78, as amended. Bylaws and regulations.

Code of Virginia § 22.1-277.04, as amended. Short-term suspension; procedures; readmission.

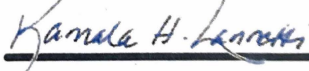
Related Links

School Board [Policy 5-6](#)
School Board [Regulation 5-6.1](#)
School Board [Policy 5-21](#)
School Board [Regulation 5-21.1](#)
School Board [Regulation 5-21.2](#)
School Board [Regulation 5-21.3](#)

Adopted by School Board: August 21, 1990
Amended by School Board: July 16, 1991
Amended by School Board: June 15, 1993 (Effective August 14, 1993)
Amended by School Board: August 2, 2000
Amended by School Board: August 21, 2001
Amended by School Board: April 4, 2006
Amended by School Board: November 27, 2018

[Amended by School Board: 2023](#)

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COMMUNITY RELATIONS

Access to Records- Freedom of Information Act (FOIA)

A. Generally

Official records of the School Board are open to inspection during regular business hours in accordance with applicable law and under conditions set forth by the Superintendent or designee and in accordance with the Virginia Freedom of Information Act (FOIA) and other applicable laws and regulations.

B. Fee for Search Time and Copying

The School Division shall make all reasonable efforts to supply the requested records at the lowest possible cost. Prior to conducting a search of records, the School Division shall notify the requestor in writing that the public body may make reasonable charges not to exceed the actual cost incurred in accessing, duplicating, supplying or searching for requested records and inquire of the requestor whether the requestor would like the request a cost estimate in advance of supplying the requested records. The School Division shall provide the requestor with a cost estimate if requested. The period within which the School Division shall respond shall be tolled for the amount of time that elapses between notice of the cost estimate and the response of requestor. If the School Division receives no response from the requestor within thirty days of sending the cost estimate, the request shall be deemed to be withdrawn. Any cost incurred by the School Division in estimating the cost of supplying the requested records shall be applied to the overall charges to be paid by the requestor for supplying of such requested records.

C. FOIA Officer and regulations for requesting records under FOIA

The Superintendent or designee will designate a FOIA Officer who will be responsible for managing requests for records under FOIA. The School Board Attorney or designee, or other legal counsel retained by the School Board, will assist the FOIA Officer or designee with managing the FOIA requests and reviewing all request and responses for compliance with applicable law and regulation. The FOIA Officer or designee will inform the School Board of any FOIA requests related to requests for records directly related to School Board Members.

Legal Reference

Code of Virginia § 2.2-3700 et seq., as amended. Virginia Freedom of Information Act.

Code of Virginia § 2.2-3704, as amended. Public records to be open to inspection; procedures for requesting records and responding to request; charges; transfer of records for storage, etc.

Code of Virginia § 22.1-287, as amended. Limitation on access to records.

Code of Virginia § 22.1-287.1, as amended. Directory Information.

Code of Virginia § 2.2-3800- 3809, as amended. Government data collection and dissemination practices act.

Related Links

School Board [Policy 4-15](#)

School Board [Policy 5-31](#)

School Board [Regulation 5-31.1](#)

School Board Regulation 7-3.1

Adopted by School Board: October 21, 1969

Amended by School Board: August 21, 1990

Amended by School Board: July 16, 1991

Amended by School Board: October 20, 1992

Amended by School Board: August 19, 2014

Amended by School Board: April 30, 2019

Amended by School Board: July 12, 2022

Amended by School Board: 2023

APPROVED AS TO
LEGAL SUFFICIENCY





Subject: State and Federal Accountability, Status of Our Schools 2023-2024 **Item Number:** 12C

Section: Information **Date:** October 24, 2023

Senior Staff: Lisa A. Banicky, Ph.D., Executive Director of Planning, Innovation and Accountability

Prepared by: Tracy A. LaGatta, Director of Student Assessment
Lisa A. Banicky, Ph.D., Executive Director
Office of Planning, Innovation, and Accountability

Presenter(s): Tracy A. LaGatta, Director of Student Assessment
Office of Planning, Innovation, and Accountability

Recommendation:

That the School Board receive information related to the 2023-2024 State and Federal Accountability, Status of Our Schools presentation.

Background Summary:

The Virginia Department of Education has released [school accreditation ratings](#) under the revised [Virginia state accreditation system](#) and schools identified for support and improvement under [federal accountability](#). The office of student assessment will review these two accountability systems and the ratings of our schools.

Source:

The Virginia Department of Education Website.

Budget Impact:

None

PLANNING, INNOVATION AND
ACCOUNTABILITY



2023-2024 State Accreditation and Federal Accountability Status of Our Schools

Office of Student Assessment
Tuesday, October 24, 2023

Presentation Context

SOL Pass Rates Presentation

Sept. 26, 2023

- **SOL Pass Rates by:**
 - Test
 - Student Group
- **Comparisons to other divisions**
- **School Support Process**

Teaching & Learning Update

Oct. 10, 2023

- **Addressing the needs of all learners**
- **Additional Performance Data (Non-SOL)**

State & Federal Accountability Presentation

Oct. 24, 2023

- **Overview of accountability systems 2024 ratings**
- **Plans for addressing non-SOL performance indicators**

State Accreditation



State Accreditation Indicators

All Levels

Performance Indicators

1. Combined rate for English Reading and Writing
2. Combined rate for Mathematics
3. Pass Rate for Science
4. Achievement Gaps: English Reading and Writing
5. Achievement Gaps: Mathematics
6. Chronic Absenteeism

High School Only

7. Graduation and Completion Index
8. Dropout Rate
9. College, Career, and Civic Readiness Index

State Accreditation Indicators

Performance Indicators (1 through 5)

- Passing scores (reading, writing, math, and science)
- Growth included on grades 3-8 reading and math assessments
- English learner progress included on the ACCESS for ELLs assessment

Chronic Absenteeism (6)

- 10% or more full-day absences

State Accreditation Indicators

Graduation and Completion Index (7)

- Board-approved diplomas - 100
- General Education Development Certificates (GED) - 75
- Certificates of Completion - 25
- Active on the last day of school of expected cohort year, working toward graduation - 70
- Dropped out or were inactive, non-completers on the last day of school - 0

State Accreditation Indicators

Cohort Dropout Rate (8)

- Students who discontinued schooling, and have not earned a diploma, GED, or certificate of completion.

CCCRI (9) Active for the first time for 2023-2024

- Advanced coursework credit
- CTE Credential and program of study
- Service Learning
- Work-Based Learning
- JROTC coursework and approved industry credential

State Accreditation Performance Levels

Level 1: At or Above Standard

- Performance at or above the benchmark, or
- Improvement from Level 2

Level 2: Near Standard or Improvement from Below Standard

- Performance is below the benchmarks but close
- Improvement from Level 3

Level 3: Below Standard

- Performance is well-below the benchmarks

State Accreditation Benchmarks

Indicator	Performance Levels		
	Level 1	Level 2	Level 3
1. Combined Rate for English Reading and Writing*	75% or higher (state benchmark)	Between 66% and 74%	65% or lower
2. Combined Rate for Math*	70% or higher (state benchmark)	Between 66% and 69%	
3. Pass Rate for Science			
4. Achievement Gaps: English Reading and Writing	75% or higher (state benchmark)	Less than 10 points below state benchmark	10 or more points below state benchmark
5. Achievement Gaps: Math	70% or higher (state benchmark)	Less than 5 points below state benchmark	5 or more points below state benchmark
6. Chronic Absenteeism	15% or lower	Between 16% and 24%	25% or higher

*The combined rate at high schools does not include growth.

State Accreditation Benchmarks (High Schools Only)

Indicator	Performance Levels		
	Level 1	Level 2	Level 3
7. Graduation Completion Index	88 points or higher	Between 81 and 87 points	80 points or lower
8. Dropout Rate	6% or lower	Between 7% and 8%	9% or higher
9. College and Career Readiness Index	85% or higher	Between 71% and 84%	70% or lower

State Accreditation Status

Accredited

- All school quality indicators are in the Level 1 or Level 2 range

Accredited with Conditions

- When any school quality indicator is in the Level 3 range

Accreditation Denied

- When a school or school division fails to implement school division or school corrective action plans

State Accreditation

Triennial Accreditation

Standard Three of the Standards of Quality (§ 22.1-253.13:3) indicates that “the Board shall review annually the accreditation status of all schools in the Commonwealth. The Board shall review the accreditation status of a school once every three years if the school has been fully accredited for three consecutive years. Upon such triennial review, the Board shall review the accreditation status of the school for each individual year within that triennial review period. If the Board finds that the school would have been accredited every year of that triennial review period, the Board shall accredit the school for another three years [triennial accreditation].”

State Accreditation School Quality Profile

ACCREDITATION

Elementary or Middle
School Example

2023 Accreditation Status: **Accredited**
Number of School Quality Indicators at Level Three (Below Standard): **0 of 6**
Accreditation Status Last Year: **Accredited**
Triennial Accreditation: **2019 through 2023**

ACCREDITATION

High School
Example

2023 Accreditation Status: **Accredited**
Number of School Quality Indicators at Level Three (Below Standard): **0 of 9**
Accreditation Status Last Year: **Accredited**
Triennial Accreditation: **2019 through 2023**

State Accreditation School Quality Profile

ACCREDITATION

Elementary or Middle
School Example

2023 Accreditation Status: **Accredited**
Number of School Quality Indicators at Level Three (Below Standard): **1 of 6**
Accreditation Status Last Year: **Accredited**
Triennial Accreditation: **2019 through 2023**

ACCREDITATION

High School
Example

2023 Accreditation Status: **Accredited**
Number of School Quality Indicators at Level Three (Below Standard): **1 of 9**
Accreditation Status Last Year: **Accredited**
Triennial Accreditation: **2023 through 2025**

State Accreditation VBCPS Ratings



Schools
Accredited for the
2023-2024
School Year

State Accreditation School Quality Indicators Summary

Number of Schools	Final Performance Levels	Percent of Schools
32	All Level 1	39%
40	Levels 1 and 2	49%
1	Levels 1 and 3	1%
9	Levels 1, 2, and 3	11%

1,432
Level 1
Indicators
out of 1,676
85.4%

State Accreditation

School Quality Indicators at Level 2/3

“All Students” Reporting Group – English

- Level 2
 - One middle

“All Students” Reporting Group - Science

- Level 2
 - Five elementary
- Level 3
 - Two elementary

Gap Groups - English

- Level 2
 - Seven elementary
 - Twelve middle

Gap Groups - Math

- Level 2
 - Eleven elementary
 - Five middle

State Accreditation

School Quality Indicators at Level 2/3

Chronic Absenteeism

- Level 2
 - Twenty-one elementary schools
 - Eight middle schools
 - Seven high schools

- Level 3
 - Five elementary schools
 - Two middle schools
 - One high school

College, Career, and Civic Readiness Index (CCCRI)

- Level 2
 - Eight high schools

State Accreditation Chronic Absenteeism

Plan for 2023-2024

- Schools will monitor Attendance
- PCI Goals and Action Steps
- Division Leaders will Review Data and Provide Support
- Student Response Team Attendance Support Plan, resources and list of tiered interventions
- Juvenile and Domestic Relations Court docket for VBCPS (Began in January 2023)

State Accreditation College, Career and Civic Readiness (CCCCRI)

Plan for 2023-2024

- Service Learning as a part of English 10
- Shared documentation between central office and schools to monitor
- Building-level monitor
- Administration creating service learning rubric for seniors

State Accreditation Expected Updates

- Virginia Board of Education (VBOE) is revising the accountability system
 - Focus on separating achievement from growth
 - Looking at additional readiness indicators
 - Reading proficiency at grade 3
 - Advanced math courses in middle school
 - Math proficiency by grade 8
- **Approval is expected in July 2024**
- Accountability based on new system in 25-26 based on 24-25 data



Federal Accountability



Every Student Succeeds Act of 2015

State Accreditation and Federal Accountability - Comparison

State Accreditation	Federal Accountability
Reading and Writing, Math, and Science	Reading and Math
Combined Rates (SOL Passing and Growth)	SOL Passing Rates Only
N/A	English Learner Progress
N/A	Academic Growth (For Supports)
Reporting Groups (Fixed Benchmarks)	Reporting Groups (Interim Benchmarks)
Chronic Absenteeism	Chronic Absenteeism
Graduation and Completion Index	Federal Graduation Indicator
College, Career, and Civic Readiness	N/A
Cohort Dropout Rate	N/A

Federal Accountability Status of Our Schools

Awaiting
Information from
VDOE



Federal Accountability Participation Rates

Participation Rates – 95%

- All Students
- All Reporting Groups

Twenty-Six Schools did NOT meet 95% participation for one or more groups

- Six Elementary Schools
- Nine Middle Schools
- Eleven High Schools

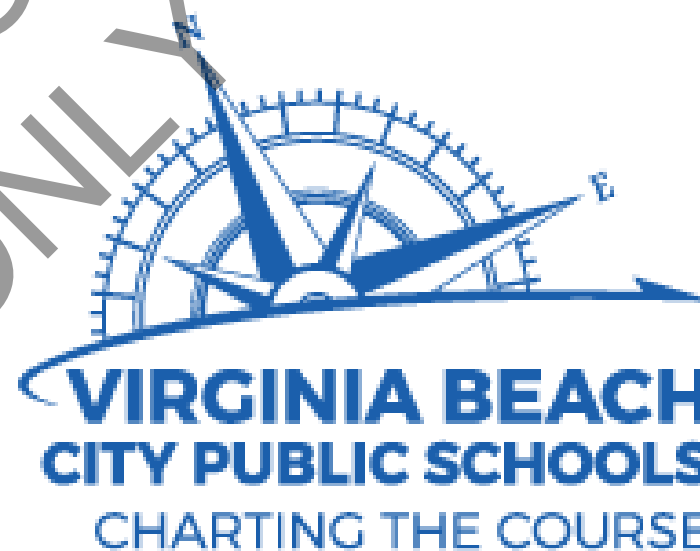
Summary

Accomplishments

- All Schools Accredited
- No School Identified for Support under ESSA

Areas of Focus

- Level 2/3 Schools
- Chronic Absenteeism
- Participation



Summary (Continued)

SOL Pass Rates Presentation

Sept. 26, 2023

- School Support Process

Teaching & Learning Update

Oct. 10, 2023

- Addressing the needs of all learners

State & Federal Accountability Presentation

Oct. 24, 2023

- Plans for addressing non-SOL performance indicators

PLANNING, INNOVATION AND
ACCOUNTABILITY



2023-2024 State Accreditation and Federal Accountability Status of Our Schools

Office of Student Assessment
Tuesday, October 24, 2023



Subject: Canvas: Year-One Implementation Evaluation **Item Number:** 12D

Section: Information **Date:** October 24, 2023

Senior Staff: Lisa A. Banicky, Ph.D., Executive Director

Prepared by: Allison M. Bock, Ph.D., Program Evaluation Specialist
Heidi L. Janicki, Ph.D., Director of Research and Evaluation
Lisa A. Banicky, Ph.D., Executive Director
Office of Planning, Innovation, and Accountability

Presenter(s): Allison M. Bock, Ph.D., Program Evaluation Specialist
Office of Planning, Innovation, and Accountability

Recommendation:

That the School Board receive the Canvas: Year-One Implementation Evaluation Report and the administration's recommendations.

Background Summary:

Canvas is a Learning Management System (LMS) adopted by the Virginia Department of Education (VDOE) in 2020-2021 to deliver educational content to students online, and the VDOE offered Canvas to school divisions for five years at no cost. Canvas provides an application for interacting with and accessing instructional content. In conjunction with Mastery Connect, Canvas also provides an application for assessing student learning in a variety of ways. Following a pilot of Canvas with seven schools in Virginia Beach during the 2021-2022 school year, all schools were expected to use Canvas during the 2022-2023 school year with students in grades 3 through 12.

According to School Board Policy 6-26, new programs or initiatives will be evaluated for a minimum of two years. On September 13, 2022, the School Board approved the 2022-2023 Program Evaluation Schedule, in which Canvas was recommended for an implementation evaluation. The year-one implementation evaluation of Canvas during 2022-2023 focused on the instructional and assessment components of the LMS, data management and integration processes, professional learning opportunities, parent access and communication, initial progress toward the outcome goals and objectives, stakeholder perceptions, and the cost and savings of Canvas to the school division. Recommendations were also included based on the results of the evaluation.

Source:

School Board Policy 6-26
School Board Minutes September 13, 2022

Budget Impact:



Canvas

Year-One Implementation Evaluation

By: Allison M. Bock, Ph.D., Program Evaluation Specialist and
Heidi L. Janicki, Ph.D., Director of Research and Evaluation

October 2023



Planning, Innovation, and Accountability
Office of Research and Evaluation
Virginia Beach City Public Schools

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Introduction

Background

Canvas is a Learning Management System (LMS) adopted by the Virginia Department of Education (VDOE) in 2020-2021 to deliver educational content to students online. It provides an application for interacting with and accessing instructional content. In conjunction with Mastery Connect, Canvas also provides an application for assessing student learning in a variety of ways. VDOE offered the Canvas LMS for all Virginia school divisions free of cost for five years.¹

Virginia Beach City Public Schools (VBCPS) began a pilot of Canvas with seven schools during the 2021-2022 school year, and all schools were expected to use Canvas during the 2022-2023 school year with students in grades 3 through 12.² In addition, Mastery Connect was adopted in 2022-2023 as the platform to administer divisionwide assessments and is integrated within Canvas. In Mastery Connect, assessments are aligned with individual or multiple standards, which allows for monitoring students' mastery of standards.

Prior to Canvas, Schoology was used as the LMS divisionwide beginning in the 2018-2019 school year (14 schools field tested the LMS in 2017-2018). From 2019-2020 through 2021-2022, all schools were expected to fully utilize the system throughout the school year. In addition, during 2019-2020, four schools field tested parent access to Schoology in January and February prior to all parents receiving access instructions during the COVID-19 school building closure that began in March 2020.

Since Canvas was adopted by VBCPS, the implementation of the initiative has been managed by a central office Canvas implementation team. This team includes staff members from several central office departments and offices, including the departments of Teaching and Learning; Technology; School Leadership; and Office of Planning, Innovation, and Accountability. Beginning in 2020, the instructional technology coordinators joined weekly calls provided by the state and Canvas to support Canvas implementation.³

Background and Purpose of Program Evaluation

Because the Canvas initiative was a new initiative and operated with local resources for part of the implementation, evaluation of Canvas was required for at least two years by School Policy 6-26. On September 13, 2022, the School Board approved the Canvas initiative for an initial implementation evaluation to be conducted during the 2022-2023 school year which coincided with the first year all schools were to begin implementation of Canvas.

This evaluation during the first year of implementation across the school division provides the School Board, Superintendent, and central office Canvas implementation team with information about divisionwide implementation as well as a focus on the initiative's *implementation* goals and objectives. The evaluation also provides preliminary data on the initiative's *outcome* goals and objectives. This implementation evaluation focused on the instructional and assessment components of the LMS, data management and integration processes, professional learning opportunities, parent access and communication, initial progress toward the outcome goals and objectives, stakeholder perceptions, and the cost of Canvas to the school division.

Program Goals and Objectives

Goals and objectives for Canvas were developed in collaboration with the central office Canvas implementation team and based on a review of documentation and prior goals from the implementation of Schoology, the previous LMS. The goals focused on the following areas: (1) instructional material creation and

course delivery, (2) learning assessment and reporting, (3) data management and integration, (4) professional learning, (5) communication and collaboration, and (6) student agency and engagement. The specific goals and objectives, as well as data assessing progress toward meeting these goals and objectives, are outlined throughout the report when information about the goal area is discussed.

Evaluation Design and Methodology

Evaluation Design and Data Collection

The evaluation included mixed methodologies to address each of the evaluation questions, including the goals and objectives. Quantitative data were gathered through closed-ended survey questions and Canvas usage data from the online platform. Qualitative data were collected through discussions with the program managers, document reviews, and open-ended survey questions. The Office of Research and Evaluation evaluators used the following data collection methods:

- Communicated with the central office Canvas implementation team as well as the instructional technology coordinators and director of testing to gather implementation-related information.
- Administered Canvas surveys to classroom teachers, building administrators, instructional technology specialists (ITs), students in grades 4 through 12, and parents of students in kindergarten through grade 12.
- Gathered student and teacher usage data from the Canvas platform.
- Gathered cost data from the departments of Teaching and Learning, Technology, and Budget and Finance as well as the Office of Planning, Innovation, and Accountability.

Surveys

As part of a larger survey effort of multiple initiatives, the Office of Research and Evaluation invited teachers, administrators, ITs, students, and parents to complete survey items regarding their perceptions of Canvas. Staff and parents received an email invitation with a link to participate in the online survey in April 2023. Students accessed the survey through a link on their ClassLink dashboard in April 2023.

Of the teachers, administrators, and ITs invited to complete the survey, 49 percent of teachers, 59 percent of administrators, and 61 percent of ITs completed the survey. Of the students in grades 4 through 12, 73 percent completed the survey. Of the parents of students in kindergarten through grade 12 invited to take the survey, 8 percent completed the survey. See Table 1 for response rates by school level.

Table 1: Staff, Student, and Parent Survey Response Rates by Level

Group	Elem	Middle	High	Overall Rate	Overall Number of Respondents
Teachers	38%	59%	59%	49%	2,110
Administrators	57%	60%	62%	59%	159
Instructional Technology Specialists	52%	90%	55%	61%	56
Students (Grades 4-12)	88%	81%	60%	73%	32,718
Parents (Grades K-12)	9%	8%	7%	8%	7,152

For all stakeholders, survey agreement percentages reported in the evaluation are based on those who answered the survey item (i.e., missing responses were excluded from the percentages). Teacher and student surveys included an initial question regarding whether they used Canvas. Nearly all secondary teachers (97% to 98%) who answered that survey item indicated they used Canvas during 2022-2023, whereas 65

percent of K-5 elementary school teachers indicated they did. Nearly all students from grades 4 through 12 (98% to 99%) indicated they used Canvas in their school. Teachers and students who indicated that they used Canvas were provided with additional items regarding their perceptions. Teachers who indicated they used Canvas but only taught students in grades K through 2 were only asked two additional questions about whether and how they used Canvas for course delivery with their students. Parent surveys also included initial questions regarding whether they were aware of being able to access Canvas and whether they accessed Canvas. Survey data for parents who indicated they only had children in grades K through 2 were analyzed separately.

Canvas Usage Data

Canvas student and teacher usage data were gathered from the Canvas platform for the 2022-2023 school year. Whether students had any activity within Canvas was obtained for all students who were enrolled in Canvas during the 2022-2023 school year. Activity within Canvas included at least one page view or participation in a course. To determine student usage by grade and school level, student activity data obtained from Canvas was combined with student grade level data from the Student Information System. The percentage of students who had any activity in Canvas was calculated. The number of courses in which teachers had student activity during the 2022-2023 school year was also obtained. To limit teacher usage to classroom teachers and determine teacher usage by grade and school level, teacher course activity data obtained from Canvas was combined with a Human Resources staff data file as of April 2023. The percentage of teachers who had at least one course with student activity in Canvas was calculated. Teachers were limited to positions that were determined to be classroom teachers (e.g., kindergarten teachers, art teachers) due to these teachers being primarily responsible for the content in their courses. Positions such as school counselors, specialists, and special education teachers were excluded. Student and teacher percentages were calculated separately for grades K through 2, 3 through 5, middle school, and high school.

Evaluation Questions

Evaluation questions for the evaluation process were created by the evaluators with feedback from the central office Canvas implementation team. The evaluation questions established for the implementation evaluation were as follows:

1. What were the main instructional and assessment components of Canvas and what progress was made toward meeting related goals and objectives?
 - a. Instructional material design and course delivery
 - b. Student learning assessment and reporting
2. What were the data management and integration processes of Canvas and what progress was made toward meeting the related goal and objectives?
3. What professional learning opportunities were provided for Canvas and Mastery Connect and what progress was made toward meeting the related goal and objectives?
4. What is the status of parent access and communication using Canvas?
5. What initial progress was made toward meeting the Canvas initiative's outcome goal(s)?
 - a. Communication and collaboration
 - b. Student agency and engagement
6. How satisfied were stakeholders (i.e., students, teachers, ITSs, administrators, parents) with the Canvas initiative, and what were identified areas of strengths and areas for improvement?
7. What were the costs and savings to the school division for the Canvas initiative during 2022-2023?

Evaluation Results and Discussion

Canvas Instructional and Assessment Components

The first evaluation question focused on the main instructional and assessment components of Canvas and the progress made toward meeting related goals and objectives. One of the main features of an LMS is enabling users to interact with and access educational content and assess student learning of the content.

Instructional Material Design and Course Delivery

An LMS provides the ability to house and manage educational curricula and course content. Educational curricula and course content can include assignments, discussion boards, embedded content, pages, and third-party integrated resources and applications. During the 2022-2023 school year, it was the expectation that teachers and students in grades 3 through 12 utilize Canvas for instructional material and course delivery.⁴ Canvas was included on the division's Strategic Action Agenda as a tool for providing flexible learning opportunities for students. However, according to the executive director of elementary teaching and learning, at the elementary school level, during the 2022-2023 school year, there were communications to grade 3 through 5 teachers that there should be a shift to providing more face-to-face instruction and using the computer less frequently in the classroom.⁵ This shift is aligned with the VBCPS Strategic Plan as of January 2023 that includes a strategy related to technology that states "Balance the effective and efficient use of technology to meet students' individual needs and allow them to demonstrate their learning."⁶

The instruction-related goal for Canvas is "**Canvas will allow teachers to design and deliver high-quality instructional materials for their students.**" Objectives for this goal focused on (1) division-created instructional content, (2) content design and storage, (3) content accessibility, (4) learning activities, and (5) third-party resources and applications.

Kindergarten Through Grade 2 Usage

According to the central office Canvas implementation team, teachers and students in kindergarten through grade 2 were not expected to use Canvas during the school year.⁷ At these grade levels, the teachers were provided another platform, Seesaw. Usage data from Canvas was aligned with this message. Data obtained from Canvas showed that 7 percent of students in grades K through 2 had any activity within Canvas and 29 percent of classroom teachers in grades K through 2 had at least one course with any activity in Canvas.

In addition, when teachers of students in grades K through 2 were surveyed about their use of Canvas, only 35 percent of K through 2 teachers who indicated that they used Canvas during 2022-2023 indicated that they did so for the purposes of instructional content or course delivery with their students. When K through 2 teachers were further provided an open-ended question about how they used Canvas for content delivery, teachers most often commented that they provided students with activities, resources, or links. Others noted that they have used it for assignments or individual student practice.

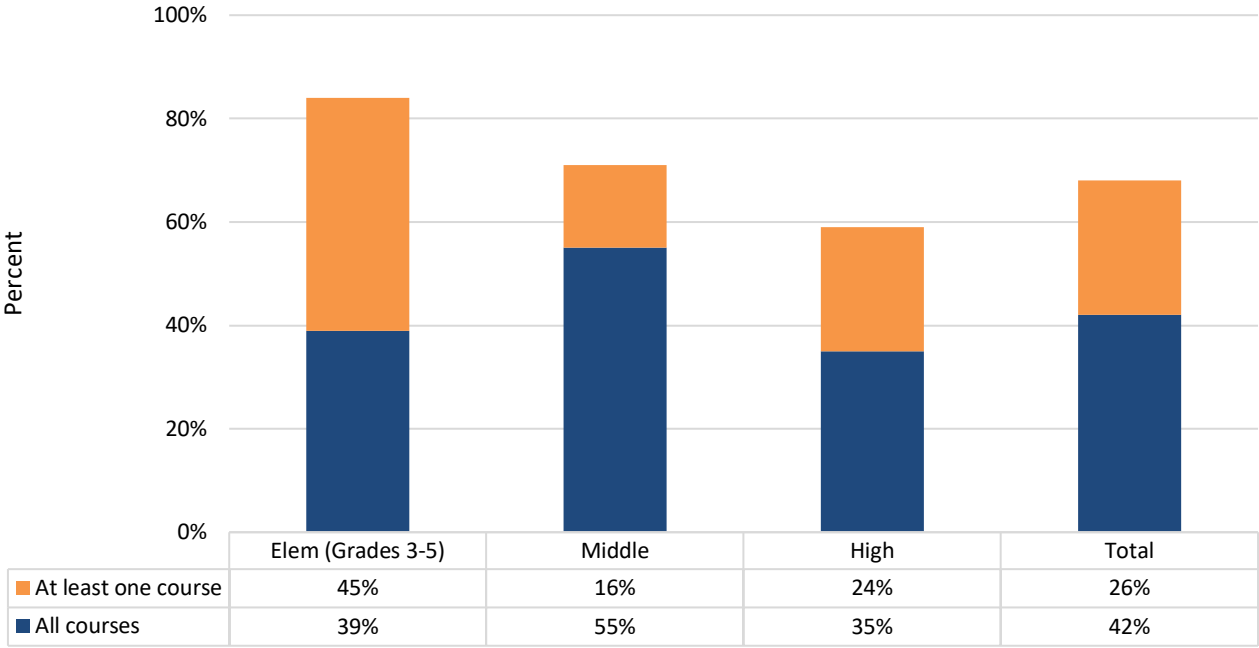
Division Resources

To support school-based instructional staff with high-quality curricula, the Department of Teaching and Learning curriculum coordinators have provided instructional resources through Google docs.⁸ These resources are structured by grade level at the elementary school level and by content area at the secondary level. A link to access the curriculum resources Google docs is accessible through the Canvas Help Menu. Administrators were notified about the curriculum being provided in the newly created Google docs in February 2022 and were encouraged to share the information with instructional staff to provide feedback to

the Department of Teaching and Learning.⁹ These division resources may also be shared through Professional Learning Community (PLC) courses within Canvas.¹⁰ These PLC courses are built at the school level to help staff design and their course content. It is expected that teachers access and utilize the instructional resources and content created at the division level. When accessing content through PLC courses, teachers can transfer information from these courses into their individual course(s). The division-created instructional content objective for the Canvas instruction goal is **“Teachers will utilize division-created instructional content from Google docs and/or PLC courses for individual courses in Canvas as measured by teacher survey responses.”**

Higher percentages of elementary school (85%) and middle school teachers (71%) indicated they used division-created instructional content for their Canvas course(s) than high school teachers (59%) (see Figure 1). This pattern of results is consistent with results found during the Schoology evaluation, although the Schoology evaluation examined teachers’ reported frequency of using division-created resources (i.e., frequently, occasionally). Teachers were also asked to indicate the extent to which they used division-created instructional content for their courses. Overall, a higher percentage of middle school teachers (55%) indicated they used division-created instructional content for **all** of their courses compared to grades 3 through 5 teachers (39%) and high school teachers (35%). Elementary school teachers were more likely to indicate that they used division-created instructional content for at least one course (45%) than all courses (39%).

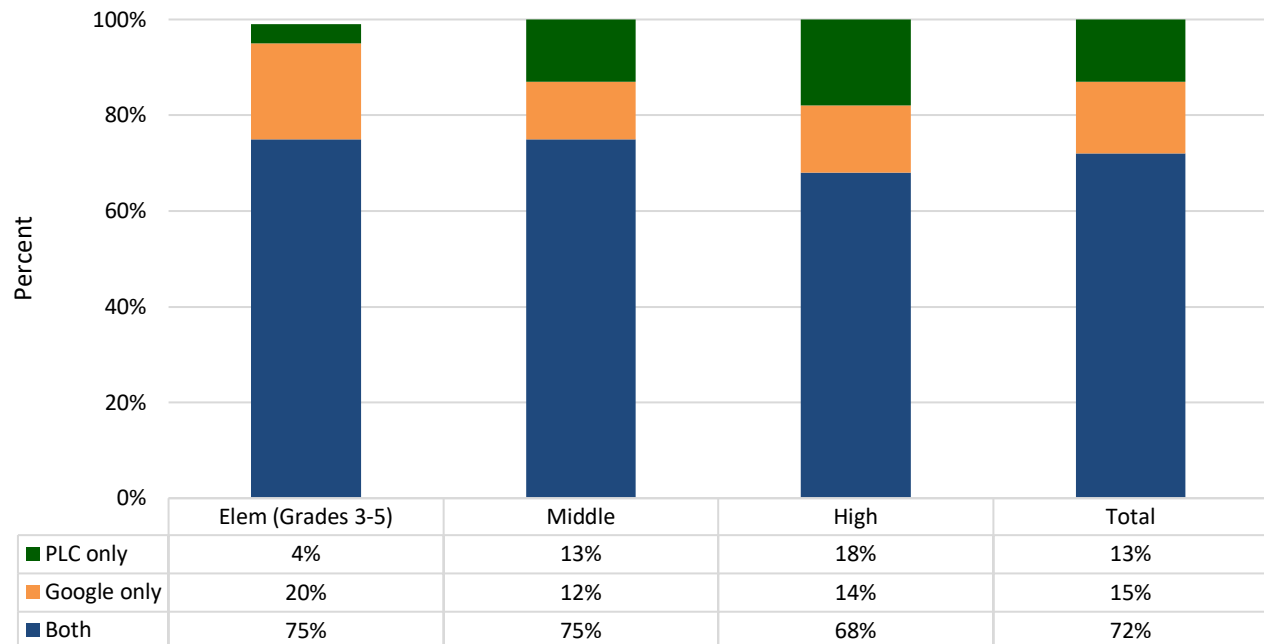
Figure 1: Percentage of Teachers Who Indicated Use of Division-Created Instructional Content



Note: Data are based on two survey items about utilizing division-created instructional content from PLC course(s) and from Google docs. See Appendix A for individual survey item data.

When examining how teachers accessed the instructional content, of those who utilized the instructional content, from 68 to 76 percent of teachers depending on school level indicated they used division-created instructional content for at least one course through **both** PLC courses and Google docs (see Figure 2). A higher percentage of grades 3 through 5 teachers (20%) indicated they used division-created instructional content for at least one course through Google docs **only** (20%) than middle school (12%) or high school teachers (14%). A higher percentage of middle school (13%) and high school teachers (18%) indicated they used division-created instructional content for at least one course through PLC courses **only** than grade 3 through 5 teachers (4%).

Figure 2: Percentage of Teachers Who Indicated Use of Division-Created Instruction Content by Location Accessed



When surveyed about the ease of accessing the division-created instructional content from either Google docs or PLC courses, from 60 to 66 percent of teachers depending on school level agreed that accessing division-created instructional content is user-friendly (see Table 2).

Table 2: Teacher Agreement Regarding Division-Created Instructional Content Access Is User-Friendly

Survey Item	Elem (Grades 3-5)	Middle	High	Total
Accessing division-created instructional content from Google docs and/or PLC courses is user-friendly.	66%	63%	60%	62%

When provided an open-ended survey item regarding instructional material design or course delivery, some teachers specifically commented on the division-created instructional content. In particular, teachers commented on experiencing difficulty searching for content within these resources or wanting to have these resources posted within Canvas. Teachers also commented on the quality of these resources noting that some have not been updated in several years or that there were no resources for the grade level they taught or their content area. Some teachers also noted that they were unaware of the resources.

Content Design, Storage, and Delivery

As noted, Canvas offers teachers the ability to design and store content in their courses. At the elementary school level, courses utilize a simplified template (i.e., C4E) for the younger learners.¹¹ This template ensures that students only view modules and resources. With this view, students only need to navigate two links for modules and resources at the top of their screen to find course content (see Appendix B). At the secondary levels, teachers can customize the links that students can navigate on the left-hand side of the screen when viewing a course, including modules, assignments, discussions, pages, and quizzes (see Appendix B).

Modules are an organizational tool used in Canvas that help teachers structure course content for students. Teachers can organize content by day, week, unit, topic, or outcome. Within a module, teachers can add various types of materials, including assignments, quizzes, files, pages, discussions, text headers, external URLs, or external tools.

The Department of Teaching and Learning instructional technology staff created documents for school staff that detail best practices for elementary and secondary courses, which include important course set up and setting information as well as details about setting up modules and assignments. In addition, the best practice documents include various types of learning activities and assessments to consider using. According to the instructional technology team, these documents were intended for teachers to review to be “Day 1 ready” at the beginning of the 2022-2023 school year.

Regarding shifting course information from Schoology to Canvas, according to the instructional technology staff, it was more time efficient for staff to reproduce their instructional materials in Canvas rather than copying and editing information directly from Schoology into Canvas. To ensure that staff had the time to reproduce and/or move materials from Schoology to Canvas, teachers still had access to their old courses and course materials in Schoology for the 2022-2023 school year, but this access ended at the end of the 2022-2023 school year.

The content and design objective for the instruction goal is **“Teachers will design and store content in their courses in Canvas as measured by teacher survey responses.”** Most secondary teachers designed and stored course content in their published Canvas courses, along with a relatively high percentage of elementary teachers. When teachers were surveyed about whether they designed and stored course content in published Canvas courses, most secondary teachers indicated they did for *all* their published courses (89% at MS, 86% at HS). As shown in Table 3, an additional 7 percent of middle school teachers and 9 percent of high school teachers indicated they designed and stored course content in *at least one* of their published courses, while 3 percent of middle school teachers and 5 percent of high school teachers indicated they did not for any published course. At the elementary school level, 48 percent of teachers indicated they designed and stored course content in all their published Canvas courses, while 35 percent indicated they did for at least one of their published courses and 17 percent indicated they did not for any course (see Table 3).

Table 3: Percentage of Teachers Who Indicated They Designed and Stored Course Content by Number of Courses

Do you design and store course content in your published Canvas courses?	Elem (Grades 3-5)	Middle	High	Total
Yes, for all my published courses.	48%	89%	86%	79%
Yes, for at least one of my published courses.	35%	7%	9%	14%
No.	17%	3%	5%	7%

Beyond designing and storing content, a key purpose of an LMS is to deliver the course content to students. According to Canvas usage data, 83 percent of students in grades 3 through 5 had any activity in a Canvas course during 2022-2023, while nearly all secondary students (98% of MS, 99% of HS) had any activity in a Canvas course. In addition, nearly all grade 3 through 5 classroom teachers (98%) and middle school and high school teachers had at least one course that had student activity (100%). The objective related to content accessibility for the instruction goal is **“Content in Canvas will be easily accessible for Canvas users as measured by student survey responses.”** At least 85 percent of teachers at all levels agreed that they can easily find things they need for their classes in Canvas (see Table 4).

Table 4: Student Agreement Regarding They Can Easily Find Things They Need for Their Classes in Canvas

Survey Item	Elem (Grades 4-5)	Middle	High	Total
I can easily find things I need for my classes in Canvas.	90%	88%	85%	88%

As noted, within modules, teachers can provide students with a variety of ways to interact with instructional content, such as through assignments, discussion boards, embedded content, and pages. The learning activities objective for the instruction goal is **“In Canvas, teachers will provide a variety of learning activities**

for students to interact with content (e.g., assignments, discussion boards, embedded content, pages) as measured by teacher and student survey responses.” From 85 to 86 percent of secondary teachers agreed that they provided a variety of learning activities for their students to interact with instructional content, while 64 percent of elementary school teachers agreed (see Table 5). Similarly, higher percentages of secondary ITSs (from 91% to 100%) agreed that teachers at their school provided a variety of learning activities for their students than elementary school ITSs (75%). Nearly all administrators at all levels (from 95% to 97%) agreed with a similar item.

Table 5: Staff Agreement Regarding Teachers Providing a Variety of Learning Activities

Survey Item	Elem	Middle	High	Total
Teachers – In Canvas, I provide a variety of learning activities for my students to interact with instructional content.	64%	86%	85%	81%
ITS – In Canvas, teachers at my school provide a variety of learning activities for their students to interact with instructional content.	75%	100%	91%	87%
Admin – In Canvas, teachers at my school provide a variety of learning activities for their students to interact with instructional content.	95%	97%	96%	95%

Note: Any admin or ITS respondents who indicated “Don’t Know” were excluded from analysis.

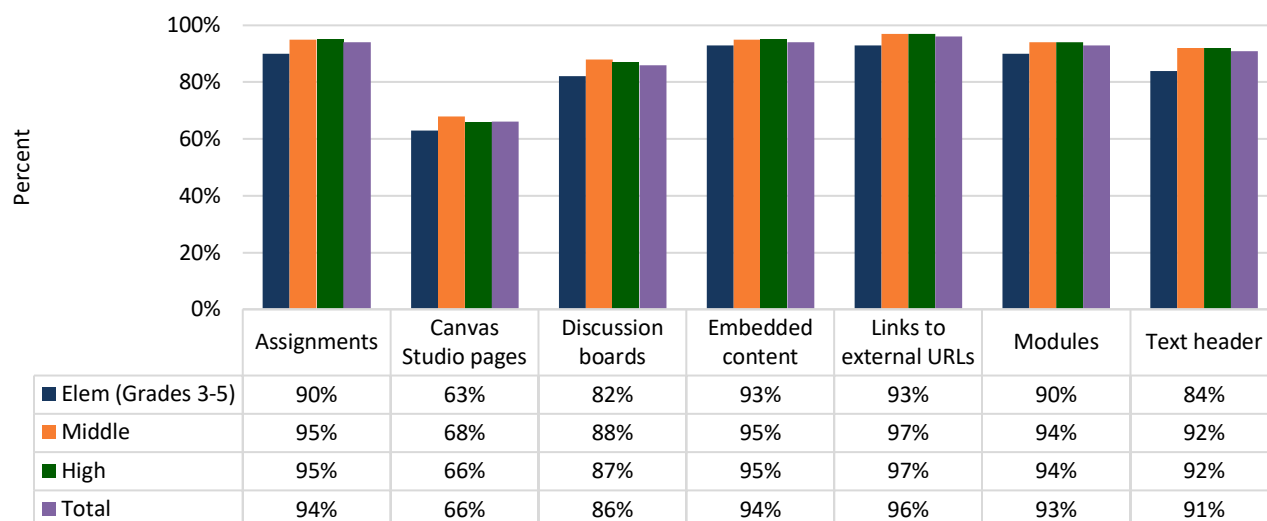
Teachers were also surveyed about the specific types of learning activities that their students used. At least 93 percent of teachers at all levels indicated their students used assignments and links to external URLs, and at least 87 percent of teachers at all levels indicated their students used modules and embedded content (e.g., video, audio, Google slides) (see Table 6). Higher percentages of secondary teachers (from 71% to 85%) indicated they used text headers and discussion boards than elementary school teachers (53% to 62%). Canvas studio, which is an interactive video management platform, was the least used learning activity at all levels with 31 to 34 percent of teachers reporting use.

Table 6: Percentage of Teachers Who Indicated They Used Various Learning Activities

Teachers – Used the following learning activities for students to interact with instructional content:	Elem (Grades 3-5)	Middle	High	Total
Assignments	93%	99%	98%	97%
Canvas studio pages	31%	34%	33%	33%
Discussion boards	53%	72%	71%	67%
Embedded content (e.g., video, audio, Google slides)	87%	93%	90%	90%
Links to external URLs	93%	98%	96%	96%
Modules	89%	98%	98%	96%
Text header	62%	85%	83%	79%

Teachers were further asked about the usefulness of the learning activities for students to interact with instructional content (see Figure 3). Overall, at least 82 percent of teachers at all levels indicated that assignments, links to external URLs, embedded content, modules, text headers, and discussion boards were very useful or somewhat useful for students to interact with instructional content. Lower percentages of teachers at all levels indicated that Canvas Studio pages were very useful or somewhat useful (from 63% to 68%).

Figure 3: Percentage of Teachers Who Indicated Learning Activities Were Very or Somewhat Useful for Students to Interact With Instructional Content



Note: The other response option was Not Useful.

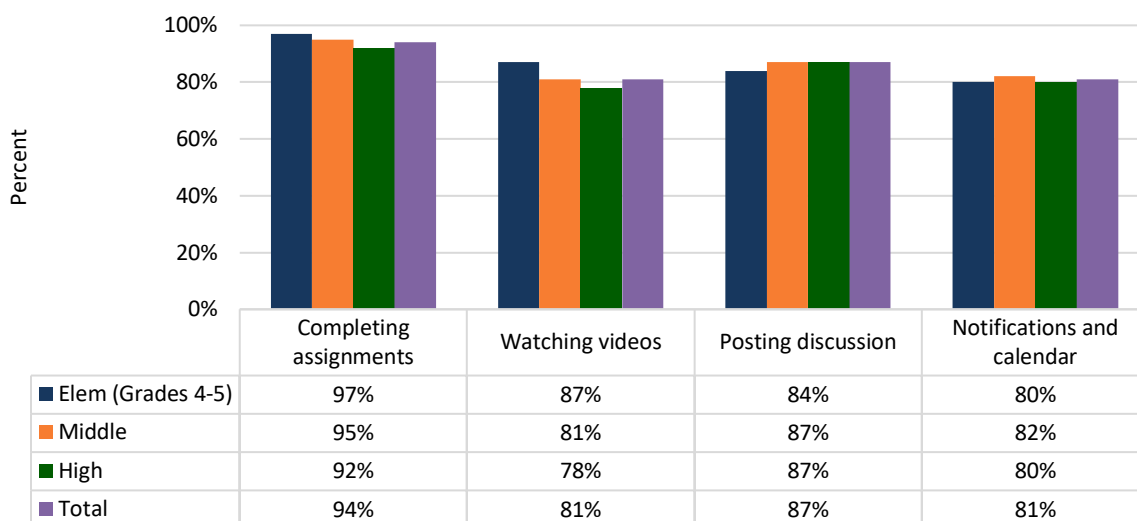
When students were surveyed about the various activities they used in Canvas, at least 88 percent of students at all levels indicated they completed assignments and watched videos (see Table 7). In addition, nearly all secondary students indicated they posted as part of a discussion and at least 85 percent indicated they used notifications and the calendar. Lower percentages of elementary school students indicated they posted as part of a discussion (76%) and used notifications and the calendar (69%).

Table 7: Percentage of Students Who Indicated They Used Various Learning Activities

Students – Used the following learning activities in Canvas:	Elem (Grades 4-5)	Middle	High	Total
Completed assignments	98%	99%	99%	99%
Watched videos	88%	92%	92%	91%
Posted as part of a discussion	76%	95%	96%	91%
Notifications and calendar	69%	85%	89%	85%

Students were also surveyed about the usefulness of the activities in helping them be successful in their learning. At least 92 percent of students at all levels indicated that completing assignments were very useful or somewhat useful in helping them be successful in their learning (see Figure 4). In addition, at least 78 percent of students at all levels indicated that posting as part of a discussion, watching videos, and notifications and calendars were very useful or somewhat useful in helping them be successful in their learning.

Figure 4: Percentage of Students Who Indicated Learning Activities in Canvas Were Very Useful or Somewhat Useful in Helping Them Be Successful in Their Learning



Note: The other response option was Not Useful.

Third-Party Resources

Canvas has the capability to integrate with other applications that provide educational content. Several third-party applications are currently available through VBCPS and Canvas, such as BrainPOP, CK-12, Discovery Education, Google, and IXL. Teachers can provide students with content or materials by inserting pages or instructions for an assignment through the external tool option under assignments. Teachers can also embed content from third-party applications, such as Google slides, within a page or assignment in Canvas. The third-party resource and applications objective for the instruction goal is **“Teachers will provide instructional content through third-party integrated resources and applications (e.g., BrainPOP, CK-12, Discovery Education, Google, IXL) in Canvas as measured by teacher survey responses.”**

When teachers were surveyed about the use of third-party resources, such as BrainPOP, CK-12, Discovery Education, Google, and IXL, 84 percent of middle school teachers indicated their students used them, whereas from 68 to 69 percent of elementary school and high school teachers indicated their students used them (see Table 8). Regarding the usefulness of these resources, from 87 to 91 percent of teachers at all levels indicated that third party resources were very useful or somewhat useful for students to interact with instructional content.

Table 8: Percentage of Teachers Who Indicated Use of Third-Party Resources and Usefulness

Survey Item	Elem (Grades 3-5)	Middle	High	Total
Indicated using third-party resources in Canvas for students to interact with instructional content.	69%	84%	68%	73%
Indicated using third-party resources in Canvas was very useful or somewhat useful for students to interact with instructional content.	88%	91%	87%	89%

Through an open-ended survey item, teachers were provided the opportunity to provide comments regarding instructional material design or course delivery. Approximately 29 percent of teachers who indicated they used Canvas responded to the item. Of those who responded to the item, several teachers commented about the platform not being user friendly in general, including that the platform requires too many clicks

(especially when creating assignments) and that it was time consuming or difficult to navigate. Several elementary school teachers commented specifically that the platform was not user-friendly or difficult to navigate for their students at the elementary school level. Several teachers indicated the need for more training on using the platform. Some teachers noted the need for having organizational folders within modules or their inability or difficulty with copying course content across their Canvas courses. Several teachers also noted they preferred the Schoology platform.

Student Learning Assessment and Reporting

Canvas offers the ability to monitor student learning through a variety of assessment methods, including discussion boards, Canvas Studio, assignments, and Canvas quizzes. Canvas does not offer a way to administer divisionwide assessments within the platform itself. As a result, Mastery Connect was purchased by VBCPS to be integrated within Canvas, which offers the ability to administer divisionwide assessments.

Discussion boards, which allow students to post responses to teacher-generated prompts or in response to other students' posts on a given topic, can be created as assignments for grading purposes within Canvas. Canvas Studio is an interactive video management platform that allows teachers and students to view, share, and directly comment on uploaded video or audio content. Within Canvas Studio, teachers can create quizzes, which allows teachers to prompt students with multiple choice, true/false, or multiple response questions while watching videos. Assignments in Canvas are activities that students complete for a grade and are evaluated by their teacher or peers. Teachers have various options when creating assignments, including the number of submission attempts, whether the assignment is a group assignment, and specified due dates. Through Canvas, teachers can use the SpeedGrader tool to grade and give detailed feedback on assignments that are submitted online. When teachers were surveyed about their use of SpeedGrader, higher percentages of secondary teachers (79% MS, 81% HS) indicated they used the Canvas SpeedGrader than elementary school teachers (68%). Further, of those who used SpeedGrader, higher percentages of secondary teachers (89% MS, 91% HS) indicated that Canvas SpeedGrader was either very useful or somewhat useful to assess student learning and/or provide feedback than elementary school teachers (79%). Within Canvas, teachers also have the option to create a rubric for discussions and assignments, which is visible to students.

Within Canvas, teachers can create and administer classroom assessments through quizzes. There are two types of quizzes that teachers can create in Canvas: Classic Quizzes and New Quizzes. New Quizzes offer more question types and the ability to view data related to students' quiz attempts and submissions. Within New Quizzes, Canvas allows for various types of questions, including categorization, essay, uploading files, matching, multiple choice, and true/false. When creating a quiz, teachers have the ability to determine the number of points for the quiz as well as whether the quiz counts toward the student's final grade. Teachers can establish a time limit and whether students can attempt multiple times. Teachers can also view students' attempts with the score and the time taken to complete the quiz. However, all data for quizzes within Canvas are not accessible to others besides the course teacher.

At the secondary level, student grades for assignments, discussions, and quizzes within Canvas can be imported automatically into the gradebook of record, Synergy. For grades to import from Canvas into Synergy, teachers must ensure that the assignment type matches within both systems and there must be a due date for the assignment or quiz in Canvas. Most importantly, the teacher must select that they would like for the grade to sync to Synergy (i.e., select the "sync to SIS" checkbox) when creating it.

Assessing Student Learning through Mastery Connect

As noted, although Canvas does not offer a way to administer divisionwide assessments with the platform itself, Mastery Connect is integrated within the Canvas platform to administer these assessments. The creation

and management of divisionwide assessments are completed by central office staff. At the secondary levels, all divisionwide assessments were administered through Mastery Connect during 2022-2023. According to the executive director of elementary teaching and learning, the expectations were different at the elementary school level due to utilizing more performance-based tasks and the shift to less computer time at the elementary school level.¹² At the elementary school level, the only mandatory assessments in Mastery Connect were in grade 5 science and social studies. Additional optional unit assessments were made available to teachers by the Department of Teaching and Learning for grades 2 through 5 science and social studies.

In addition, teachers can create classroom assessments within Mastery Connect. There are two item banks in which teachers can access questions to add to their assessments. The first item bank has been utilized by VBCPS for many years, the Certica Navigate Item Bank, and includes a robust repository of high-quality, standards-based items across the core content areas.¹³ The second item bank includes hundreds of items created by the Department of Teaching and Learning. Teachers may also create questions and add them to the VBCPS teacher item bank.

To administer Mastery Connect assessments and view assessment data by standard, a “Mastery Connect Tracker” must be created for each individual Canvas course. In VBCPS, teachers must create Mastery Trackers based on their course-appropriate Curriculum Map created and shared by the Department of Teaching and Learning curriculum coordinators. Curriculum maps are blueprints for courses that include which standards should be assessed throughout the course and provide the common assessments that will be administered during the school year. After teachers link the course-appropriate Curriculum Map, Mastery Trackers can be used to guide course instruction as teachers can view all standards that are the basis of the course. Within a course’s Mastery Tracker, teachers can add an assessment for an individual standard or multiple standards. In addition, when a teacher creates assessments, teachers must identify which standards align with the assessment and/or questions within assessments. All items from the item banks have already been aligned with standards, which will connect with the Mastery Tracker.

As assessments are taken, within the Tracker, teachers can view data regarding each students’ mastery of the standards. According to the director of testing, viewing the data summarized by mastery of the standards is a shift in philosophy from prior years where the data was summarized based on the average performance for individual assessments. Beyond this main homepage view, Mastery Connect has several different reports that can be viewed from within the Mastery Connect Tracker. These reports include reports overall by item and by standard for individual students, courses, and teachers.

All divisionwide assessments must be completed within Mastery Connect. Teachers have the ability to create and administer classroom assessments within Mastery Connect as well. According to the instructional technology team, it is recommended that teachers utilize Mastery Connect for classroom assessments rather than quizzes in Canvas due to the ability to tag standards to items and to see more data from the assessments in Mastery Connect. The instructional technology team noted that it was easier to build quizzes in Canvas than Mastery Connect assessments during the 2022-2023 school year; however, due to adjustments made by Mastery Connect, creating these assessments in Mastery Connect is expected to be more user friendly during the 2023-2024 school year.

Since 2018-2019, VBCPS has contracted with Respondus, which provides teachers the ability to lock down website browsers to ensure that students could not access any outside information during an assessment. This contract has remained in place with the switch to Canvas as the learning management system.

The learning assessment and reporting goal for Canvas is **“Canvas will allow teachers to assess student learning through a variety of methods (e.g., discussion boards, assignments, Canvas Studio, Canvas Quizzes, Mastery Connect assessments).”** Objectives for this goal focused on (1) assessment methods, (2) showing

knowledge, (3) formative feedback, (4) monitoring student progress in Canvas, and (5) monitoring student progress in Mastery Connect.

The assessment methods objective for the learning assessment and reporting goal is **“Teachers will utilize a variety of assessment methods to check for student learning, including discussions, assignments, quizzes, and Mastery Connect assessments as measured by teacher survey responses.”** As shown in Table 9, when surveyed about the use of a variety of assessment methods, higher percentages of secondary teachers (from 77% to 81%) agreed that they utilized a variety of assessment methods to check for student learning elementary school teachers (58%). Similarly, higher percentages of secondary administrators (94% to 100%) agreed than elementary school administrators (85%). Higher percentages of middle school ITSs (94%) agreed that teachers at their school utilized a variety of assessment methods to check for student learning than high school (73%) and elementary school ITSs (67%).

Table 9: Staff Agreement Regarding Teachers Utilizing a Variety of Assessment Methods

Survey Item	Elem	Middle	High	Total
Teachers – In Canvas, I utilize a variety of assessment methods to check for student learning.	58%	81%	77%	67%
ITS – In Canvas, teachers at my school utilize a variety of assessment methods to check for student learning.	67%	94%	73%	77%
Admin – In Canvas, teachers at my school utilize a variety of assessment methods to check for student learning.	85%	100%	94%	91%

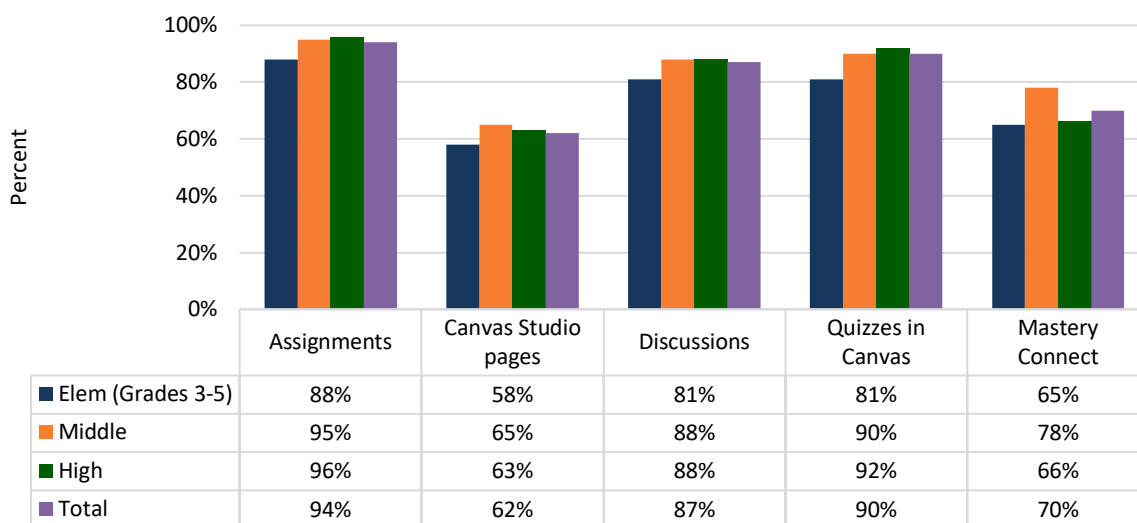
Regarding using various methods to assess or check student learning, the most common method at all levels was assignments in Canvas. Nearly all teachers at all levels (at least 92%) indicated they used assignments in Canvas (see Table 10). From 76 to 79 percent of elementary school and middle school teachers indicated they used Mastery Connect to assess student learning, while 59 percent of high school teachers indicated they had. In addition, from 69 to 78 percent of secondary teachers indicated they used discussions or quizzes in Canvas, while from 50 to 56 percent of elementary school teachers indicated they had. The least used method was Canvas Studio with 26 to 31 percent of teachers at all levels indicating they used Canvas Studio to assess or check student learning.

Table 10: Percentage of Teachers Who Indicated Use of Various Assessment Methods

Teachers – Used the following methods to assess or check student learning:	Elem (Grades 3-5)	Middle	High	Total
Assignments in Canvas	92%	98%	96%	96%
Canvas Studio	31%	28%	26%	28%
Discussions in Canvas	50%	70%	69%	65%
Quizzes in Canvas (e.g., New Quizzes, Classic Quizzes)	56%	78%	75%	72%
Mastery Connect	79%	76%	59%	69%

Regarding the usefulness of these various methods to assess student learning, at least 88 percent of teachers at all levels indicated that assignments were very useful or somewhat useful to assess student learning and/or provide feedback (see Figure 5). In addition, from 81 to 92 percent of teachers at all levels indicated that discussions or quizzes in Canvas were very useful or somewhat useful to assess student learning and/or provide feedback. Although 78 percent of middle school teachers indicated that Mastery Connect was very useful or somewhat useful to assess student learning and/or provide feedback, 65 to 66 percent of elementary school and high school teachers viewed Mastery Connect as useful. From 58 to 65 percent of teachers at all levels indicated that Canvas Studio pages were very useful or somewhat useful.

Figure 5: Percentage of Teachers Who Indicated Various Methods Were Very Useful or Somewhat Useful to Assess Student Learning and/or Provide Feedback



The objective related to students showing their knowledge for the learning assessment and reporting goal is **“Students will be able to show what they know in a variety of ways in Canvas as measured by student survey responses.”** Overall, from 82 to 87 percent of students depending on level agreed that they can show what they know in a variety of ways in Canvas (Table 11).

Table 11: Student Agreement Regarding They Can Show What They Know in A Variety of Ways

Survey Item	Elem (Grades 4-5)	Middle	High	Total
I can show what I know in a variety of ways in Canvas.	86%	87%	82%	85%

The formative feedback objective for the learning assessment and reporting goal is **“Teachers will provide students with formative feedback on discussions, assignments, and quizzes in Canvas as measured by teacher and student responses.”** Higher percentages of secondary staff agreed teachers provided students formative feedback in Canvas and agreed Canvas allowed for an efficient way to provide this feedback compared to elementary school staff. While 75 to 77 percent of secondary teachers agreed that they used Canvas to provide students with formative feedback about their learning, 49 percent of elementary school teachers agreed (see Table 12). In addition, from 75 to 78 percent of secondary teachers agreed that Canvas allowed them to provide students with formative feedback on discussions, assignments, and quizzes in an efficient manner, while 56 percent of elementary school students agreed. Consistent with teachers' responses, higher percentages of ITSs (64% to 73%) and administrators (91% to 97%) at the secondary level agreed that teachers at their school used Canvas to provide students with formative feedback about their learning compared to elementary ITSs (29%) and administrators (80%).

Table 12: Teacher Agreement Regarding Providing Formative Feedback and Canvas Allowing Them to Provide Feedback Efficiently

Survey Item	Elem (Grades 3-5)	Middle	High	Total
I use Canvas to provide students with formative feedback about their learning.	49%	75%	77%	70%
Canvas allows me to provide students with formative feedback on discussions, assignments, and quizzes in an efficient manner.	56%	75%	78%	72%

Further, from 76 to 82 percent of students depending on school level agreed that their teacher gave them feedback on assignments, discussion posts, or quizzes in Canvas. In addition, as shown in Table 13, relatively high percentages of students at each school level indicated that teacher feedback was very useful or somewhat useful in helping them be successful learners (86% to 89%).

Table 13: Student Agreement Regarding Feedback Was Provided and Usefulness for Success in Learning

Survey Item	Elem (Grades 4-5)	Middle	High	Total
My teacher(s) give me feedback on my assignments, discussion posts, or quizzes in Canvas.	76%	82%	80%	80%
Teacher feedback was very useful or somewhat useful for being successful in my learning.	89%	88%	86%	87%

The objective related to monitoring student progress for the learning assessment and reporting goal is **“Teachers will monitor student progress through accessing and analyzing student data on assignments and quizzes in Canvas as measured by teacher survey responses.”** From 73 to 77 percent of secondary teachers indicated that Canvas allowed them to effectively monitor student progress through accessing and analyzing student data on assignments and quizzes in Canvas, while 61 percent of elementary school teachers agreed (see Table 14).

Table 14: Teacher Agreement Regarding Canvas Allowing Effective Student Progress Monitoring

Survey Item	Elem (Grades 3-5)	Middle	High	Total
Canvas allows me to effectively monitor student progress through accessing and analyzing student data on assignments and quizzes in Canvas.	61%	77%	73%	72%

The objective related to monitoring student progress in Mastery Connect for the learning assessment and reporting goal is **“Teachers will monitor student learning on assessments through accessing and analyzing student data in Mastery Connect as measured by teacher survey responses.”** From 52 to 64 percent of teachers at all levels indicated that Mastery Connect allowed them to effectively monitor student learning on assessments through accessing and analyzing student data (see Table 15).

Table 15: Teacher Agreement Regarding Mastery Connect Allowing Effective Student Progress Monitoring

Survey Item	Elem (Grades 3-5)	Middle	High	Total
Mastery Connect allows me to effectively monitor student learning on assessments through accessing and analyzing student data.	52%	64%	55%	57%

Through an open-ended survey item, teachers were given the opportunity to provide comments regarding assessing student learning in Canvas. Most teachers commented about Mastery Connect or the process of grades passing from Canvas to Synergy. Regarding Mastery Connect, teachers commented about Mastery Connect not being user friendly or being confusing or difficult to use in general. Comments also noted that it was difficult to set up assessments and difficult to interpret grades. Several teachers indicated the need for more training on Mastery Connect. In addition, some elementary school teachers noted the inconsistency in the grading scale between Mastery Connect grades and the VBCPS standards-based grading scale. At the secondary level, teachers commented on issues related to syncing grades from Canvas to Synergy. These comments focused on grades not updating correctly, the process being cumbersome and lengthy, and difficulty with or inefficiency of manually updating grades in Synergy.

Data Management and Integration Processes

The second evaluation question focused on the data management and integration processes of Canvas with other systems and the progress made toward meeting the related goal and objectives. For Canvas to work effectively, there are various systems that it needs to integrate with, including the ability to import data to and from the Student Information System (i.e., to initially enroll students and import final grade data). In addition, to aid in providing high-quality instruction, Canvas should integrate with third-party applications and resources allowing teachers the capability of using various educational resources. Due to using Mastery Connect for assessments, it is also important that the transition of assessment data between these two systems is seamless. The data management and integration goal for Canvas is **“Canvas will integrate with other VBCPS platforms to ensure efficiency and accuracy.”** Objectives for this goal focused on (1) student data, (2) secondary grades, (3) third-party integration resources and applications, and (4) Canvas and Mastery Connect.

Canvas and Synergy

For students to have access to course information within Canvas, they must be enrolled in the course. Student registration and all course information are stored within the Student Information System, Synergy. All course information in Canvas was built based on the information within Synergy. Prior to the school year, the Department of Technology works to import student course registration data from Synergy into Canvas. Any adjustments within Synergy sync nightly with Canvas. The student data objective for the data management and integration goal is **“The process of transitioning student data (e.g., course enrollment, student information) from Synergy to Canvas will be efficient and accurate as measured by ITS survey responses.”** While 92 percent of middle school ITSs agreed that the process of transitioning data from Synergy to Canvas is efficient, from 69 to 73 percent of elementary school and high school ITSs agreed. ITSs had more positive perceptions about accuracy with 91 to 100 percent of ITSs at all levels agreeing that the process of transitioning data from Synergy to Canvas was accurate (see Table 16).

Table 16: ITS Agreement Regarding Data Transitioning from Synergy to Canvas Being Efficient and Accurate

Survey Item	Elem	Middle	High	Total
The process of transitioning data (e.g., course enrollment, student information) from Synergy to Canvas is efficient.	69%	92%	73%	77%
The process of transitioning data (e.g., course enrollment, student information) from Synergy to Canvas is accurate.	94%	100%	91%	95%

Note: Any ITS respondents who indicated “No experience with this process” were excluded from the analysis.

The integration between Canvas and Synergy must be bidirectional to allow for student grades to be imported from Canvas into Synergy, which is the gradebook of record. However, this process only occurs at the secondary level due to the use of standards-based grading at the elementary school level. According to the instructional technology team, it was not a requirement for secondary teachers to utilize the grade passback process, although many teachers opted to do so. As previously noted, for grades to import from Canvas to Synergy, teachers must ensure that the assignment type matches within both systems. In addition, within Canvas, there must be a due date for the assignment or quiz and the teacher must select that they would like for the grade to sync to Synergy (i.e., select the sync to SIS checkbox) when creating it. The secondary grades objective for the data management and integration goal is **“The process of passing secondary grades from Canvas to Synergy will be efficient and accurate as measured by secondary teacher and ITS survey responses.”** Overall, 39 percent of secondary teachers and 56 percent of secondary ITSs agreed that passing grades from Canvas to Synergy is efficient and accurate (see Table 17). There was little variation in agreement across the middle school and high school levels for both teachers and ITSs.

Table 17: Staff Agreement Regarding Passing Grades from Canvas to Synergy Being Efficient and Accurate

Survey Item	Middle	High	Total Secondary
Teachers – Passing grades from Canvas to Synergy is efficient and accurate.	38%	39%	39%
ITS – Passing grades from Canvas to Synergy is efficient and accurate.	56%	55%	56%

Note: Any ITS respondents who indicated “No experience with this process” were excluded from the analysis. Although secondary teachers did not have a similar response option, there was a slight decrease in the number of respondents to this item in comparison to other items on the survey.

According to the instructional technology team, teachers experienced some issues when learning the grade passback process during the 2022-2023 school year, including experiencing difficulty when wanting to change a grade and entering grades manually.¹⁴ However, detailed information about the process as well as steps to take were provided to ITSs who could provide the information to teachers.

Canvas and Third-Party Applications

Canvas has the capability to integrate with other applications that provide educational content, such as BrainPOP, CK-12, Discovery Education, Google, and IXL. The integration between Canvas and third-parties relies on Learning Tools Interoperability (LTIs), which allow for web-based applications from different vendors to integrate fully into an LMS, such as Canvas. LTI integrations support individuals not needing to sign in when entering different platforms (i.e., single sign on) and for the data to transfer across applications. The third-party integration resources and applications objective for the data management and integration goal is **“Accessing third-party integration resources and applications within Canvas will be efficient as measured by teacher and ITS survey responses.”**

At the high school level, 91 percent of ITSs agreed that accessing third-party resources (e.g., BrainPOP, CK-12, Discovery Education, Google, IXL) through Canvas was efficient, while from 71 to 75 percent of elementary school and middle school ITSs agreed (see Table 18). When teachers were surveyed, from 60 to 73 percent of teachers agreed that accessing third-party resources through Canvas was efficient.

Table 18: Staff Agreement Regarding Accessing Third-Party Resources Being Efficient

Survey Item	Elem	Middle	High	Total
Teachers – Accessing third-party resources through Canvas is efficient.	60%	73%	66%	67%
ITS – Accessing third-party resources through Canvas is efficient.	75%	71%	91%	77%

Note: Any ITS respondents who indicated “No experience with this process” were excluded from the analysis.

Canvas and Mastery Connect

Student information data, including course enrollment and demographic information, are synced nightly into Mastery Connect from ClassLink. However, there is a delay of a day. In addition, grades from Mastery Connect assessments sync from Mastery Connect into Canvas. Teachers can also indicate if they would like for these assessments to be synced with Synergy, the gradebook of record, through Canvas. In addition, to use Mastery Connect within Canvas, teachers must take several steps, including linking the appropriate Curriculum Map created by the Department of Teaching and Learning with the correct course.¹⁵

The Canvas and Mastery Connect objective for the data management and integration goal is **“The process of transitioning data to and from Canvas and Mastery Connect will be efficient and accurate as measured by ITS responses.”**

When surveyed about data integration between Canvas and Mastery Connect, from 50 to 59 percent of ITSs at all levels indicated that the process of transitioning data to and from Canvas and Mastery Connect is efficient (see Table 19). Higher percentages of ITSs at all levels (from 70% to 81%) indicated that the process is accurate.

Table 19: ITS Agreement Regarding Transitioning Data To and From Canvas and Mastery Connect Being Efficient and Accurate

Survey Item	Elem	Middle	High	Total
The process of transitioning data to and from Canvas and Mastery Connect is efficient.	59%	50%	50%	54%
The process of transitioning data to and from Canvas and Mastery Connect is accurate.	71%	81%	70%	74%

Note: Any ITS respondents who indicated “No experience with this process” were excluded from the analysis.

According to the director of testing, some teachers experienced issues when syncing their Mastery Connect Tracker with the course-appropriate Curriculum Map.¹⁶ Due to these issues, ITSs were directed to work closely with teachers to follow the correct steps to sync the correct Curriculum Maps to their courses. According to the instructional technology team, in October 2022, there was also an issue with demographic data being loaded; however, when working to correct the issue, the connection between Mastery Connect and Canvas was impacted, which resulted in teachers needing to take steps to fix.¹⁷ All appropriate information to fix this issue was provided to teachers.

Through an open-ended survey item, ITSs were given the opportunity to provide comments regarding data management and integration between Canvas and other systems. Several ITSs commented about the challenges with Mastery Connect, including finding the process for building assessments cumbersome and time consuming, difficulty and confusion teachers had with finding and interpreting the data, and the need for more training. Several ITSs also commented on the challenges experienced with grades syncing from Canvas to Synergy, such as teachers having limited capabilities (i.e., when grades are locked) and difficulty with resyncing grades if changes are made in Canvas. Some ITSs further commented on teachers’ hesitation or decision to discontinue use of Mastery Connect and grade syncing as a result of these issues.

Professional Learning and Support

The third evaluation question focused on professional learning and support provided for Canvas and Mastery Connect and the progress made toward meeting the related goals and objectives.

During the summer 2022 Leadership Conference, sessions were held for administrators that provided an overview of Canvas and best practices for using it. In addition, in preparation for the divisionwide implementation of Canvas in 2022-2023, optional professional learning was offered to division staff in June and August 2022 through Camp Canvas, which was a one-day in-person event. Camp Canvas provided many sessions offered by ITSs, teachers, and central office staff on various aspects of using Canvas. Staff attending the event could choose a learning path with suggested sessions based on their grade level and familiarity with the system. Videos covering the information from all Camp Canvas sessions were posted on the VBCPS Instructional Technology Canvas Google site for other staff to access after the conference.¹⁸ School ITSs were primarily responsible for training other school staff on using Canvas beyond the Camp Canvas conference. In addition, the Canvas Best Practices documents created by the Department of Teaching and Learning were expected to be shared with teachers prior to the school year to ensure they were “Day 1 ready.” ITSs and LMSs also participated in monthly professional learning sessions throughout the 2022-2023 school year.¹⁹

There are also various self-guided professional learning opportunities for using Canvas, including videos posted on the Instructional Technology Canvas Google site, the Training Services Portal on the Canvas Help menu, the Canvas YouTube site, and various Canvas professional learning courses offered through Virtual Virginia.

Additional professional learning opportunities were also offered for creating and administering assessments in Mastery Connect. At the elementary school level, professional learning was offered to literacy leaders and math coaches who were primarily responsible for supporting teachers in their use of Mastery Connect.²⁰ In addition, elementary school ITSs were provided professional learning and handouts, which were expected to be provided to teachers for support. At the secondary levels, ITSs, library media specialists, and math and literacy coaches were provided professional learning on Mastery Connect from the Office of Planning, Innovation, and Accountability’s Office of Student Assessment in September through November 2022 on item and assessment creation and how to support teachers and other coaches in the building.²¹ At the secondary level, sessions for secondary teachers were offered on three dates in October and November 2022 that addressed using assessments that have already been created and building new test items and assessments.²² Two additional training dates were offered to secondary teachers in January 2023.²³ Teachers who attended these trainings were expected to share what they learned with colleagues in their departments and/or grade levels. Additional self-paced resources on Mastery Connect were available online: VBCPS Growing with Mastery Connect – Canvas Course, Secondary Quick Reference Guide, and Mastery Connect Help Connect.

In general, ITSs were tasked with showing students how to use Canvas.²⁴ At some schools, ITSs created activities so that students could become familiar with the system. There were also videos that elementary school teachers could show to students to introduce the system at the beginning of the school year. In addition, at some schools, courses available to all students had resources about using Canvas. On the survey, students were asked whether resources were available to help them become familiar with Canvas. From 90 to 92 percent of elementary school and middle school students agreed that resources were available to help them become familiar with Canvas so that they could use it in their classes, while 83 percent of high school students agreed.

The professional learning and support goal for Canvas is “**Professional learning opportunities and support will provide teachers, administrators, and ITSs with the necessary information to utilize Canvas and Mastery Connect.**” Objectives for this goal focused on (1) Canvas professional learning, (2) Canvas support, (3) Mastery Connect professional learning, and (4) Mastery Connect support.

Canvas

The Canvas professional learning objective for the professional learning and support goal is “**Professional learning for Canvas will provide teachers, administrators, and ITSs with the necessary knowledge to use Canvas as measured by staff survey responses.**” At least 88 percent of teachers, ITSs, and administrators at all levels indicated they participated in professional learning on Canvas (see Table 20).

Table 20: Percentages of Staff Who Participated in Professional Learning on Canvas

Group	Elem	Middle	High	Total
Teachers	97%	98%	95%	97%
ITS	92%	100%	100%	96%
Admin	93%	91%	88%	91%

Overall, 73 percent of teachers who participated in professional learning on Canvas indicated that the professional learning provided them with the necessary knowledge to use Canvas in their classroom. As shown in Table 21, higher agreement percentages were found at the secondary level (from 73% to 78%) than at the elementary school level (61%). Nearly all ITSs agreed that the professional learning received on Canvas allowed

them to support the teachers at their school during implementation and from 82 to 86 percent of administrators agreed that the professional learning received on Canvas provided them with the necessary knowledge for their school's Canvas implementation.

Table 21: Staff Agreement Regarding Effective Professional Learning on Canvas

Group and Survey Item	Elem	Middle	High	Total
Teachers – The PL I received on Canvas provided me with the necessary knowledge to use Canvas in my classroom.	61%	73%	78%	73%
ITS – The PL I received on Canvas allowed me to support the teachers at my school during implementation.	100%	94%	100%	98%
Admin – The PL I received on Canvas provided me with the necessary knowledge for my school's Canvas implementation.	86%	84%	82%	84%

The Canvas support objective for the professional learning and support goal is **“Canvas support will be available when needed, helpful resources or strategies are provided, and issues are resolved in a timely manner as measured by staff survey responses.”** When surveyed about the support they received related to Canvas, at least 75 percent of teachers at all levels indicated that the help they received was available, resources were helpful, and there was a timely resolution of the issues (see Table 22). In addition, at least 90 percent of administrators and ITSs at all levels agreed with these items.

Table 22: Teacher Agreement Regarding Receiving Effective Canvas Support

School Level	Help Available			Resources Helpful			Timely Resolution of Issues		
	Teacher (Grades 3-5)	Admin	ITS	Teacher (Grades 3-5)	Admin	ITS	Teacher (Grades 3-5)	Admin	ITS
Elementary	78%	95%	100%	75%	95%	100%	76%	100%	100%
Middle	85%	97%	100%	82%	93%	100%	83%	93%	100%
High	90%	91%	100%	87%	93%	90%	86%	95%	100%
Total	86%	94%	100%	82%	94%	98%	83%	97%	100%

Note: These percentages exclude staff who reported the question was not applicable.

When teachers were surveyed about the training or support they used to learn about Canvas, the highest percentage of teachers at all levels indicated that they used ITS or LMS support (from 63% to 69%) (see Table 23). In addition, approximately half of teachers indicated they used the Canvas Page on the VBCPS Instructional Technology Google site (from 47% to 54%). From 20 to 35 percent of teachers, depending on level, indicated they used Camp Canvas, Canvas Quick Guides, or the VBCPS Canvas YouTube Playlists. Lower percentages indicated they used tools on the Canvas Help Menu or Panda Pros. From 8 to 11 percent of teachers depending on level indicated they did not use any of the listed resources for Canvas training or support.

Table 23: Percentage of Teachers Who Indicated Using Various Canvas Trainings or Supports

Used for Canvas training or support	Teachers			
	Elem (Grades 3-5)	Middle	High	Total
ITS/LMS Support	69%	63%	67%	67%
Canvas Page – Instructional Technology Google Site	47%	51%	54%	51%
Canvas Quick Guides	28%	29%	34%	31%
Camp Canvas	35%	30%	28%	30%
VBCPS Canvas YouTube Playlists	20%	22%	28%	24%
Training Services Portal (Canvas Help Menu)	10%	9%	9%	9%
Canvas Support 7 days/365 (Canvas Help Menu)	4%	7%	4%	5%
Panda Pros	3%	3%	3%	3%
None of the above	8%	11%	8%	9%

When ITSs were surveyed about the training or support they used for Canvas, at least 64 percent of ITSs at all levels indicated they used the Canvas Page on the Instructional Technology Google Site, Camp Canvas, and the Canvas Quick Guides (see Table 24). Nearly half or more of ITSs at all levels indicated they used the VBCPS Canvas YouTube Playlists and other ITS/LMS support. In addition, 64 percent of high school ITSs indicated they used the training services portal on the Canvas Help Menu. Similar to teachers, lower percentages of ITSs indicated having used the Canvas Support through the Canvas Help Menu or Panda Pros. No ITSs at the elementary school and high school levels indicated they used none of the resources, while 6 percent of the middle school ITSs did. For administrators, the majority indicated that they used ITS or LMS support (from 73% to 84%). From 39 to 47 percent depending on level indicated they used the Canvas Page on the Instructional Technology Google site. Lower percentages of administrators indicated they used the other resources, while from 4 to 12 percent indicated they did not use any resources.

Table 24: Percentage of Staff Who Indicated Using Various Canvas Trainings or Supports

Used for Canvas training or support	ITS				Admin			
	Elem	Middle	High	Total	Elem	Middle	High	Total
ITS/LMS Support	72%	72%	45%	67%	84%	76%	73%	78%
Canvas Page – Instructional Technology Google Site	84%	83%	73%	81%	47%	39%	39%	43%
Canvas Quick Guides	68%	89%	73%	76%	30%	21%	35%	30%
Camp Canvas	76%	83%	64%	76%	30%	18%	20%	24%
VBCPS Canvas YouTube Playlists	52%	50%	45%	50%	5%	12%	8%	8%
Training Services Portal (Canvas Help Menu)	24%	44%	64%	39%	8%	0%	6%	6%
Canvas Support 7 days/365 (Canvas Help Menu)	24%	33%	45%	31%	3%	6%	0%	3%
Panda Pros	20%	11%	9%	15%	1%	0%	8%	3%
None of the above	0%	6%	0%	2%	4%	12%	10%	8%

Mastery Connect

The Mastery Connect professional learning objective for the professional learning and support goal is **“Professional learning for Mastery Connect will provide teachers with the necessary knowledge to use Mastery Connect as measured by teacher survey responses.”** When surveyed about professional learning related to Mastery Connect, from 80 to 89 percent of elementary school and middle school teachers indicated they participated in professional learning, while 68 percent of high school teachers indicated they did (see Table 25). Nearly all ITSs indicated they participated in professional learning on Mastery Connect and from 73 to 85 percent of administrators indicated they did.

Table 25: Percentages of Staff Who Participated in Professional Learning on Mastery Connect

Group	Elem	Middle	High	Total
Teachers	89%	80%	68%	76%
ITS	96%	100%	100%	98%
Admin	77%	85%	73%	77%

When surveyed on the effectiveness of the professional learning received, from 49 to 56 percent of teachers depending on level who participated in professional learning agreed that the professional learning provided them with the necessary knowledge to use Mastery Connect in their classroom (see Table 26). In addition, from 60 to 87 percent of ITSs agreed that the professional learning they received allowed them to support the teachers at their school during implementation. From 59 to 70 percent of administrators agreed that the

professional learning they received on Mastery Connect provided them with the necessary knowledge for their school's Canvas implementation.

Table 26: Staff Agreement Regarding Effective Professional Learning on Mastery Connect

Survey Item	Elem	Middle	High	Total
Teachers – The PL I received on Mastery Connect provided me with the necessary knowledge to use Mastery Connect in my classroom.	49%	56%	51%	52%
ITS – The PL I received on Mastery Connect allowed me to support the teachers at my school during implementation.	87%	71%	60%	76%
Admin – The PL I received on Mastery Connect provided me with the necessary knowledge for my school's Canvas implementation.	69%	70%	59%	66%

The Mastery Connect support objective for the professional learning and support goal is **“Mastery Connect support will be available when needed, helpful resources or strategies are provided, and issues are resolved in a timely manner as measured by staff survey responses.”** When surveyed about the support received related to Mastery Connect, from 60 to 72 percent of teachers at all levels agreed that the help was available, that resources were helpful, and there was a timely resolution of the issues (see Table 27). In addition, from 68 to 83 percent of administrators at all levels agreed with similar items with the exception of high school administrators who had 90 percent agreement that help was available. At least 75 percent of ITSs at all levels agreed with similar items regarding support for Mastery Connect with lower agreement at the middle school level. Overall, teachers were notably less positive than ITSs and administrators about the support received for Mastery Connect.

Table 27: Teacher Agreement Regarding Receiving Effective Mastery Connect Support

School Level	Help Available			Resources Helpful			Timely Resolution of Issues		
	Teacher (Grades 3-5)	Admin	ITS	Teacher (Grades 3-5)	Admin	ITS	Teacher (Grades 3-5)	Admin	ITS
Elementary	65%	81%	91%	60%	77%	95%	63%	83%	100%
Middle	72%	70%	75%	67%	70%	81%	68%	68%	75%
High	70%	90%	90%	64%	72%	90%	63%	81%	80%
Total	69%	81%	85%	64%	74%	90%	65%	79%	87%

Note: These numbers exclude staff who reported the question was not applicable.

Through an open-ended survey item, teachers, administrators, and ITSs were provided the opportunity to provide comments regarding professional learning and support. While some teachers commented on the strength of their school team in providing learning or support for Canvas, other teachers indicated that the professional learning or support they received was not helpful. Administrators also noted the strength of their school's team. Teachers and administrators also indicated the need for more professional learning on Canvas and Mastery Connect. ITSs also highlighted the need for more training specifically on Mastery Connect. Some teachers also noted that the professional learning was satisfactory, but they still generally had difficulty with the program.

Parent Access and Communication

The fourth evaluation question focused on the status of parent access to Canvas and communication using Canvas. Currently, parents can access their children's course information in a Canvas account through ParentVue. Parents can view information in Canvas as an observer, including modules, assignments, and assessments. Due to the potential of being able to view another student's work, parents are unable to view

discussion boards. According to the instructional technology team, there is a connection issue between ParentVue and Canvas when parents attempt to access Canvas using the phone application. The alternative for parents is to utilize a web browser on their phone to access Canvas through ParentVue. Although attempts were made by the Student Information System company, Synergy, to correct the connection issue with the phone application, it will likely not be fixed. Detailed information for parents and the community regarding the Canvas system and how to access Canvas through the web browser were posted to the VBSchools.com website in August 2023.

When surveyed, overall, 73 percent of parents of students in grades 3 through 12 indicated they were aware that they could access their child's Canvas account and related course information through ParentVue. Higher percentages of secondary parents (79% at MS, 76% at HS) indicated they were aware than parents of students in grades 3 through 5 (64%).

Of parents who were aware, approximately 62 percent indicated that they accessed their child's Canvas account through ParentVue. Again, slightly higher percentages of secondary parents (67% at MS, 64% at HS) indicated they accessed their child's account than parents of students in grades 3 through 5 (54%). When surveyed about the usefulness of accessing Canvas, 91 percent of parents who accessed their child's Canvas account indicated that accessing the information was very or somewhat useful with little variation by school level (see Table 28).

Table 28: Percentages of Parents Who Were Aware of Canvas Access, Accessed Canvas, and Agreed Access Was Useful

Survey Item	Elem (Grades 3-5)	Middle	High	Total
Aware could access child's Canvas account and related course information through ParentVue.	64%	79%	76%	73%
Accessed child's Canvas account through ParentVue.	54%	67%	64%	62%
Accessing child's course information or work in Canvas was very or somewhat useful.	89%	90%	92%	91%

Of those parents who accessed their child's Canvas account, from 77 to 87 percent depending on level agreed that the information in Canvas was easily accessible for them. As shown in Table 29, similarly high percentages of parents also agreed that accessing Canvas helped them understand what their child was working on in school (from 79% to 83%).

Table 29: Parent Agreement Regarding Accessing Canvas

Survey Item	Elem (Grades 3-5)	Middle	High	Total
Information in Canvas is easily accessible for me.	87%	77%	82%	81%
Accessing Canvas has helped me understand what my child is working on in school.	81%	79%	82%	81%

Through an open-ended survey item, parents were provided the opportunity to provide comments related to Canvas in general. Several parents commented about it being cumbersome or difficult to access, including the issues related to not being able to access it through a mobile device. Parents also commented that it was difficult to navigate the system or confusing to find the information they wanted, such as grades or missing assignments. Some parents also noted that they felt they had a limited view of information compared to what their children can see, such as assignment work, and they often received a message that they do not have access. In addition, parents commented that there was additional difficulty because teachers used the system differently with different layouts, which lead to challenges for them finding information.

Initial Progress Toward Meeting Outcome Goals and Objectives

The fifth evaluation question focused on initial progress made toward meeting the outcome goals and objectives. The outcome goals for Canvas are related to Canvas promoting communication and collaboration as well as supporting student-centered practices.

Goal 1: Canvas will promote communication and collaboration amongst teachers and between teachers and students.

A benefit of an LMS includes the ability to connect and communicate with others. Canvas allows teachers and students to communicate with each other through messaging and feedback on assignments. Canvas also allows teachers to connect, communicate, and collaborate within and across schools as well as with a broader online community. Canvas offers Canvas Commons, which is a learning objective repository where teachers can store course content for their own use and for collaboration with colleagues both within and outside the division.

Objective 1: Canvas will help facilitate the communication between teachers and students through messaging and assignment feedback as measured by staff and student survey responses.

The majority of middle and high school teachers, students, and other staff agreed that Canvas helped facilitate communication, while there were lower percentages of agreement at elementary schools. When surveyed, from 71 to 72 percent of secondary teachers indicated that Canvas has helped facilitate their communication with students through messaging and assignment feedback, whereas 38 percent of grades 3 through 5 elementary school teachers agreed (see Table 30). Similarly, from 80 to 85 percent of secondary students indicated that Canvas helped them communicate with their teachers through messaging and assignment feedback, while 59 percent of fourth- and fifth-grade elementary school students agreed. A similar pattern of results was found for ITSs (from 80% to 88% for secondary and 38% for elementary) and administrators (from 89% to 93% for secondary and 80% for elementary).

Table 30: Staff and Student Agreement Regarding Canvas Facilitating Communication Between Students and Teachers

Survey Group and Item	Elem	Middle	High	Total
Teachers – Canvas has helped facilitate my communication with students through messaging and assignment feedback.	38%	71%	72%	65%
Students – Canvas helps me communicate with my teachers through messaging and assignment feedback.	59%	85%	80%	76%
ITS – Canvas has helped facilitate communication between teachers and students through messaging and assignment feedback.	38%	88%	80%	65%
Admin – Canvas has helped facilitate communication between teachers and students at my school through messaging and assignment feedback.	80%	93%	89%	86%

Objective 2: Canvas will help facilitate the collaboration between teachers as measured by teacher survey responses.

Regarding collaboration with other teachers, as shown in Table 31, relatively low percentages of teachers across all school levels agreed that Canvas helped facilitate their collaboration with other teachers (from 41% to 57%). However, from 80 to 88 percent of secondary ITSs and from 84 to 90 percent of secondary administrators agreed that Canvas has helped facilitate collaboration between teachers at their school and from 64 to 68 percent of elementary school ITSs and administrators agreed.

Table 31: Staff Agreement Regarding Canvas Facilitating Collaboration Between Teachers

Survey Group and Item	Elem	Middle	High	Total
Teachers – Canvas has helped facilitate my collaboration with other teachers.	41%	57%	50%	51%
ITS – Canvas has helped facilitate collaboration between teachers at my school.	64%	88%	80%	76%
Admin – Canvas has helped facilitate collaboration between teachers at my school.	68%	90%	84%	78%

Goal 2: Canvas will support student-centered practices that foster student agency and student engagement.

Another potential benefit of an LMS includes the ability to support educational practices that are student centered. As noted in the VBCPS Canvas Best Practices documents, “As we progress in using a learning management system, course instructors should consider designing student-centered experiences that blend active and engaged learning both online and offline. Blended learning strategies support increased student agency concerning time, place, path, and pace and allow for alternate methods to assess mastery.”²⁵ Therefore, it is the hope that teachers will utilize Canvas to design student-centered experiences that blend active and engaged learning.

Objective 1: Using Canvas will allow students to make choices about their learning as measured by student survey responses.

From 73 to 78 percent of students at all levels agreed that using Canvas allowed them to make choices about their learning (see Table 32).

Table 32: Student Agreement Regarding Canvas Allowing Them to Make Choices About Learning

Survey Item	Elem (Grades 4-5)	Middle	High	Total
Using Canvas allows me to make choices about my learning.	78%	78%	73%	76%

Objective 2: Using Canvas will help students monitor their learning as measured by student survey responses.

From 75 to 81 percent of students at all levels agreed that using Canvas helped them monitor their learning progress (see Table 33).

Table 33: Student Agreement Regarding Canvas Helping Them Monitor Learning Progress

Survey Item	Elem (Grades 4-5)	Middle	High	Total
Using Canvas helps me monitor my learning progress.	77%	81%	75%	78%

Objective 3: Using Canvas will help encourage students to think creatively as measured by student survey responses.

Somewhat lower percentages of students at all levels agreed that using Canvas helped encourage them to think creatively, with 66 to 71 percent of students at all levels agreeing (see Table 34).

Table 34: Student Agreement Regarding Canvas Helping Encourage Them to Think Creatively

Survey Item	Elem (Grades 4-5)	Middle	High	Total
Using Canvas helps encourage me to think creatively.	71%	71%	66%	69%

Objective 4: Canvas supports teachers providing student-centered practices as measured by teacher survey responses.

When teachers were surveyed, overall 71 percent agreed that Canvas helped them provide instruction using student-centered practices. As shown in Table 35, higher percentages of secondary teachers agreed (from 73% to 74%) than elementary school teachers (61%).

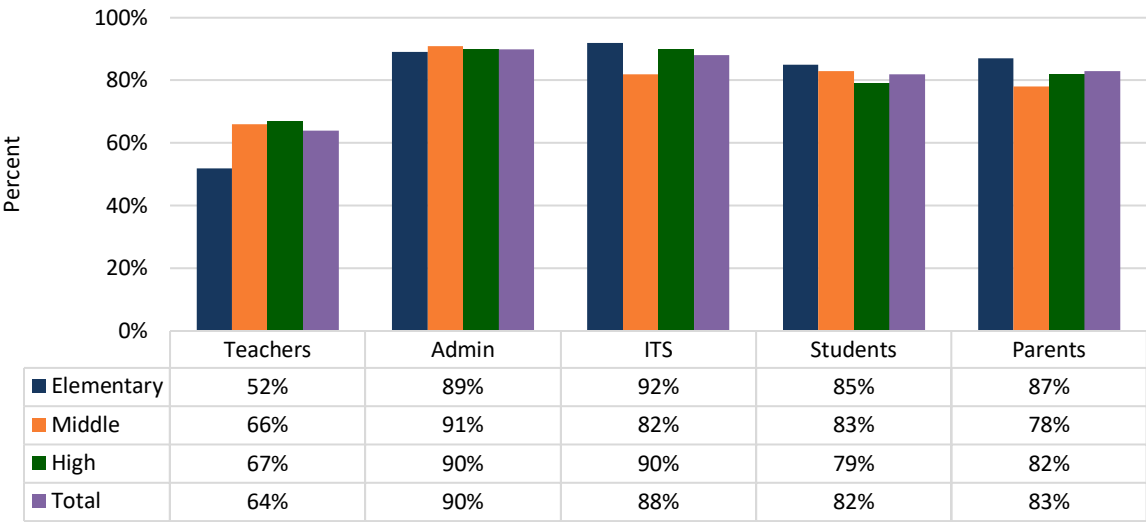
Table 35: Teacher Agreement Regarding Canvas Helping Provide Student-Center Practices

Survey Item	Elem (Grades 3-5)	Middle	High	Total
Canvas has helped me provide instruction using student-centered practices.	61%	74%	73%	71%

Stakeholder Satisfaction and Program Strengths and Areas for Improvement

The sixth evaluation question focused on stakeholder satisfaction and areas of strength and improvement. When surveyed about satisfaction with Canvas, across all levels, at least 89 percent of administrators, 82 percent of ITSs, 79 percent of students, and 78 percent of parents indicated they were satisfied with Canvas (see Figure 6). Lower percentages of teachers indicated they were satisfied (66% to 67% of secondary teachers and 52% of elementary school teachers reported being satisfied). During the first year of Schoology implementation, there was a similar pattern of lower teacher satisfaction at the elementary school level, although the percentages of teachers who were satisfied was higher (71% to 81% depending on school level). Satisfaction will continue to be monitored during the second year of the Canvas evaluation and may increase as teachers become more familiar with the LMS. There were improvements in teacher satisfaction in the second year of Schoology implementation (at least 10 percentage points at all levels).

Figure 6: Staff, Student, and Parent Satisfaction



Through open-ended survey items, teachers, administrators, and ITSs were provided the opportunity to provide comments regarding what worked well and what could be improved. Themes from teachers regarding what worked well included various aspects of the system, including the modules within the courses and providing students with various resources, materials, assignments, and quizzes. Some teachers noted that they liked the ease of use, while others generally commented about their dislike of the system.

Themes regarding improvements from teachers focused on the Canvas system itself, including the platform not being user friendly, taking too many clicks or steps to complete processes, and being too time consuming.

In addition, teachers commented on the need for more organization within the platform, such as the use of folders within modules. Teachers also commented on the need for additional training, the need for additional time to learn the system, or that the implementation occurred too quickly. Some teachers also commented about Mastery Connect, including experiencing general difficulty with the system or regarding specific issues with the functionality, such as not allowing for multiple attempts or not being able to print assessments.

Additional Cost

The final evaluation question focused on the cost to VBCPS for implementation of Canvas during 2022-2023 as well as the expenses not incurred by VBCPS due to the state providing access to Canvas for all Virginia school divisions free of cost for five years. A comparison of the Canvas-related costs and the expenses not incurred by VBCPS that would have been incurred if Canvas had not been adopted resulted in a cost savings for the school division. Cost data were collected from the departments of Teaching and Learning, Technology, and Budget and Finance as well as the Office of Planning, Innovation, and Accountability. Costs for 2022-2023 related to Canvas were totaled for the following areas: subscription fees/student licenses for Mastery Connect, the Respondus assessment lockdown browser, and teacher access to Schoology to transfer materials. In addition, approximated savings were totaled to include the cost of subscription fees/student licenses for Schoology in 2021-2022 as well as the Certica item bank, which is included in the total cost of Mastery Connect in 2022-2023. Table 36 summarizes the costs and savings.

Table 36: Cost and Savings for Canvas in 2022-2023

Items	Expenses Not Incurred in 2022-2023 (Savings)	Costs in 2022-2023
Canvas LMS Subscription fee/student license		\$0
Schoology Subscription fee/student license	\$417,520.00*	\$0
Certica item bank	\$182,594.00**	Included with Mastery Connect
Mastery Connect Subscription fee/student license		\$337,212.00
Respondus (lockdown browser)		\$9,295.00
Schoology teacher access to curriculum materials		\$44,520.00
Total	\$600,114.00	\$391,027.00
Savings for VBCPS	\$209,087.00	

* The total included under savings for the Schoology subscription fee/student license was the total cost for Schoology and the assessment management platform (AMP) for the 2021-2022 school year which VBCPS did not pay during 2022-2023.

**The Certica item bank was included in the cost for the Mastery Connect subscription fee/student licenses in 2022-2023.

For the 2022-2023 school year, the total cost for the subscription of Mastery Connect was \$337,212, which included the item bank. The Respondus lockdown browser, which ensures that website browsers were locked down during testing, totaled \$9,295. Additionally, a license with Schoology was maintained during the 2022-2023 school year to ensure that teachers could transfer their curriculum materials which totaled \$44,520. Although there was professional learning provided through Camp Canvas, the costs related to this event were not considered additional costs to the division due to summer professional learning being provided every year by the instructional technology team. The focus of the professional learning during the event may be adjusted each year and was focused on Canvas in summer 2022.

Expenses not incurred by VBCPS due to utilizing Canvas during 2022-2023 included the total cost for the subscription of Schoology and AMP (estimated at \$417,520) as well as the total for the Certica item bank (\$182,594), which is now included in the cost for Mastery Connect. Therefore, although the cost to the school division was \$391,074, there was an estimated savings of \$600,114. This resulted in a net savings of \$209,087

during the 2022-2023 fiscal year for a learning management system and assessment platform due to VDOE providing Canvas for school divisions.

Summary

Canvas is an LMS adopted by the VDOE in 2020-2021 to deliver educational content to students online. VDOE offered to provide the Canvas LMS for all Virginia school divisions free of cost for five years. Canvas provides an application for interacting with and accessing instructional content. In conjunction with Canvas, Mastery Connect provides an application for assessing student learning in a variety of ways. VBCPS began a pilot of Canvas with seven schools during the 2021-2022 school year, and all schools were expected to use Canvas during the 2022-2023 school year with grades 3 through 12. Goals for the Canvas implementation focused on instructional material creation and course delivery, learning assessment and reporting, data management and integration, professional learning, communication and collaboration, and student agency and engagement.

The goal for instructional material creation and course delivery included objectives related to accessing division-created content, content design and storage, providing a variety of learning activities, and use of third-party resources and applications. To support school-based instructional staff with high-quality curricula, the Department of Teaching and Learning curriculum coordinators provided instructional resources through Google docs. These division resources may also be shared with teachers through Professional Learning Community (PLC) courses within Canvas. Regarding accessing these division resources, higher percentages of elementary school (85%) and middle school teachers (71%) indicated they used division-created instructional content for their Canvas course(s) than high school teachers (59%).

An LMS provides the ability to house and manage educational curricula and course content, which can include assignments, discussion boards, embedded content, pages, and third-party integrated resources and applications. Regarding designing and storing content in their courses, most elementary school teachers indicated they designed and stored content in one or more of their published courses (83%), while most secondary teachers indicated they designed and stored content in all of their published courses (89% at MS, 86% at HS). When surveyed about using Canvas to provide a variety of learning activities for their students, 64 percent of elementary school teachers and from 85 to 86 percent of secondary teachers agreed. In addition, regarding use of third-party integrated resources and applications for instructional content, 68 to 69 percent of elementary school and high school teachers indicated they used third-party resources in Canvas for students to interact with instructional content, while 84 percent of middle school teachers indicated they did.

Canvas offers the ability to monitor student learning through a variety of assessment methods, including discussion boards, assignments, Canvas Studio, and Canvas quizzes. In addition, although Canvas does not offer a way to administer divisionwide assessments with the platform itself, Mastery Connect was purchased by VBCPS to be integrated within Canvas to offer the ability to administer divisionwide assessments. Regarding the student learning assessment and reporting goal, objectives focused on assessment methods, students having the ability to show their knowledge in Canvas, formative feedback, monitoring student progress in Canvas, and monitoring student progress in Mastery Connect. When surveyed about the use of a variety of assessment methods, higher percentages of secondary teachers (from 77% to 81%) agreed that they utilized a variety of assessment methods to check for student learning elementary school teachers (58%). In addition, overall, from 82 to 87 percent of students depending on the school level agreed that they can show what they know in a variety of ways in Canvas. Regarding the ability to provide formative feedback, the majority of secondary teachers agreed that they used Canvas to provide students with formative feedback about their learning (75% to 77%), while 49 percent of elementary school teachers agreed. When surveyed about monitoring student progress, from 73 to 77 percent of secondary teachers indicated that Canvas allowed them to effectively monitor student progress through accessing and analyzing student data on assignments and

quizzes in Canvas, while 61 percent of elementary school students agreed. In addition, from 52 to 64 percent of teachers at all levels indicated that Mastery Connect allowed them to effectively monitor student learning on assessments through accessing and analyzing student data.

For Canvas to work effectively, there are various systems that it needs to integrate with, including the ability to import data to and from the Student Information System (i.e., to initially enroll students and import final grade data), third-party applications, and the assessment platform, Mastery Connect. Overall, staff were more likely to agree that the integration with various systems was accurate than efficient, but in terms of passing grades from Canvas to Synergy, relatively low percentages agreed that the integration was efficient or accurate. Overall, from 91 to 100 percent of ITSs at all levels agreed that the process of transitioning data from Synergy to Canvas is accurate, while from 69 to 73 percent of elementary school and high school ITSs agreed that the process of transitioning data from Synergy to Canvas is efficient with the exception of middle school ITSs (92%). Similarly, from 70 to 81 percent of ITSs agreed that the transition process between Canvas and Mastery Connect is accurate, while 50 to 59 percent of ITSs at all levels indicated that the process is efficient. As noted, low percentages of secondary ITSs and teachers (39% to 56%) agreed regarding the syncing from Canvas to Synergy is efficient and accurate. Regarding the efficiency of accessing third-party resources, from 60 to 73 percent of teachers and from 71 to 91 percent of ITSs agreed.

Currently, parents can access their children's course information in Canvas through their ParentVue account. Parents can view information in Canvas as an observer, including modules, assignments, and assessments. When surveyed, overall, higher percentages of secondary parents (79% at MS, 76% at HS) indicated they were aware that they could access their child's Canvas account and related course information through ParentVue than parents of students in grades 3 through 5 (64%). Of parents who were aware, 67 percent of middle school parents and 64 percent of high school parents indicated they accessed their child's account compared to 54 percent of parents of students in grades 3 through 5. When surveyed about the usefulness, from 89 to 92 percent of parents who accessed their child's Canvas account indicated that accessing the information was very or somewhat useful.

Although the focus of the current evaluation was on implementation-related goals, baseline data for outcome goals related to communication and collaboration as well as supporting student-centered practices were analyzed to provide preliminary results. Results showed that perceptions about using Canvas for communication between teachers and students were more positive than perceptions about collaboration among teachers themselves. In addition, perceptions were notably higher at the secondary level than the elementary school level. Regarding communication between teachers and students, from 71 to 72 percent of secondary teachers indicated that Canvas has helped facilitate their communication with students through messaging and assignment feedback, whereas 38 percent of elementary school teachers agreed. Similarly, from 80 to 85 percent of secondary students indicated that Canvas helped them communicate with their teachers through messaging and assignment feedback, while 59 percent of elementary school students agreed. Regarding collaboration with other teachers, relatively low percentages of teachers across all levels agreed that Canvas helped facilitate their collaboration with other teachers (from 41% to 57%).

When students were surveyed about Canvas helping support student-centered practices, from 66 to 81 percent of students at all levels agreed that Canvas allowed them to make choices about their learning, helped them monitor their learning progress, and helped encourage them to think creatively. Overall, there were higher agreement percentages for elementary school and middle school students than high school students. When teachers were surveyed, higher percentages of secondary teachers (from 73% to 74%) agreed that Canvas helped them provide instruction using student-centered practices compared to elementary school teachers (61%).

As an overall measure of how the implementation of Canvas was perceived, stakeholders were asked about their level of satisfaction with Canvas. Across all school levels, at least 89 percent of administrators, 82 percent of ITSs, 79 percent of students, and 78 percent of parents indicated they were satisfied with Canvas. Lower percentages of teachers indicated they were satisfied with 66 to 67 percent of secondary teachers and 52 percent of elementary school teachers reporting that they were satisfied. In response to an open-ended question about areas for improvement, teachers commented about the Canvas system, including the platform not being user friendly, taking too many clicks or steps to complete processes, and being too time consuming. In addition, teachers commented on the need for more organization within the platform, such as the use of folders within modules. Teachers also commented on the need for additional training, the need for additional time to learn the system, or that the implementation occurred too quickly.

In 2022-2023, the cost to the school division for the implementation of Canvas, including an assessment platform, was \$391,027. However, there was an estimated savings of \$600,114 due to costs *not* incurred as a result of adopting Canvas. This resulted in a net savings of \$209,087 to VBCPS during the 2022-2023 fiscal year for a learning management system and assessment platform due to VDOE providing Canvas for school divisions.

The recommendations included continuing Canvas with modifications; exploring further the reasons for lower teacher satisfaction with Canvas, especially at the elementary school level, to identify potential solutions; ensuring professional learning opportunities and support on utilizing Mastery Connect are provided for classroom teachers to have the necessary knowledge to use Mastery Connect in their classrooms; and disseminate resolutions to secondary classroom teachers for commonly experienced issues with the grade passback process between Canvas and Synergy to ensure the process is efficient and accurate for teachers.

Recommendations and Rationale

Recommendation #1: Continue Canvas with modifications noted in recommendations 2 through 4. (Responsible Group: Department of Teaching and Learning)

Rationale: The first recommendation is to continue Canvas with modifications noted in the recommendations below. Based on School Board Policy 6-26, following an evaluation, a recommendation must be made to continue the initiative without modifications, continue the initiative with modifications, expand the initiative, or discontinue the initiative.

Recommendation #2: Explore further the reasons for lower satisfaction rates with Canvas among teachers, especially at the elementary school level, to identify potential solutions. (Responsible Group: Department of Teaching and Learning; Office of Planning, Innovation, and Accountability)

Rationale: The second recommendation is to explore further the reasons for lower satisfaction rates with Canvas among teachers compared to the other groups, especially at the elementary school level, to identify potential solutions. When surveyed about their overall level of satisfaction with Canvas, of those who indicated they used Canvas during 2022-2023, 52 percent of grades 3 through 5 teachers, 66 percent of middle school teachers, and 67 percent of high school teachers indicated that they were satisfied. In response to an open-ended question about areas for improvement, teachers commented about the Canvas system, including the platform not being user friendly, taking too many clicks or steps to complete processes, and being too time consuming. In addition, teachers commented on the need for more organization within the platform, such as the use of folders within modules. Teachers also commented on the need for additional training, the need for additional time to learn the system, or that the implementation occurred too quickly. Throughout the second year of the evaluation, teacher satisfaction with Canvas will continue to be investigated to identify potential solutions. Additional data collection will also allow for a determination of whether these findings may have been a result of the first year of implementation and teachers needed additional time to become familiar with the LMS.

Recommendation #3: Ensure professional learning opportunities and support on utilizing Mastery Connect are provided for classroom teachers to have the necessary knowledge to use Mastery Connect in their classrooms. (Responsible Group: Department of Teaching and Learning; Office of Planning, Innovation, and Accountability)

Rationale: The third recommendation is to ensure professional learning opportunities on utilizing Mastery Connect are offered and that they provide classroom teachers with the necessary knowledge to use Mastery Connect in their classrooms. When teachers were surveyed on the effectiveness of the professional learning received on Mastery Connect, from 49 to 56 percent of teachers who participated in professional learning depending on school level agreed that the professional learning provided them with the necessary knowledge to use Mastery Connect in their classroom. When surveyed about the support received related to Mastery Connect, from 60 to 72 percent of teachers at all levels agreed that the help was available, that resources were helpful, and there was a timely resolution of the issues. In addition, from 52 to 64 percent of teachers at all levels indicated that Mastery Connect allowed them to effectively monitor student learning on assessments through accessing and analyzing student data. In response to an open-ended survey item about assessing student learning in Canvas, several teachers commented about Mastery Connect not being user friendly or being confusing or difficult to use in general. Comments also noted that it was difficult to set up assessments and difficult to interpret grades. Several teachers indicated the need for more training on Mastery Connect. In

addition, in response to an open-ended survey item about data management and integration between Canvas and other systems, several ITSs commented about the challenges with Mastery Connect, including the cumbersome and timely process for building assessments, difficulty and confusion teachers had with finding and interpreting the data, and the need for more training.

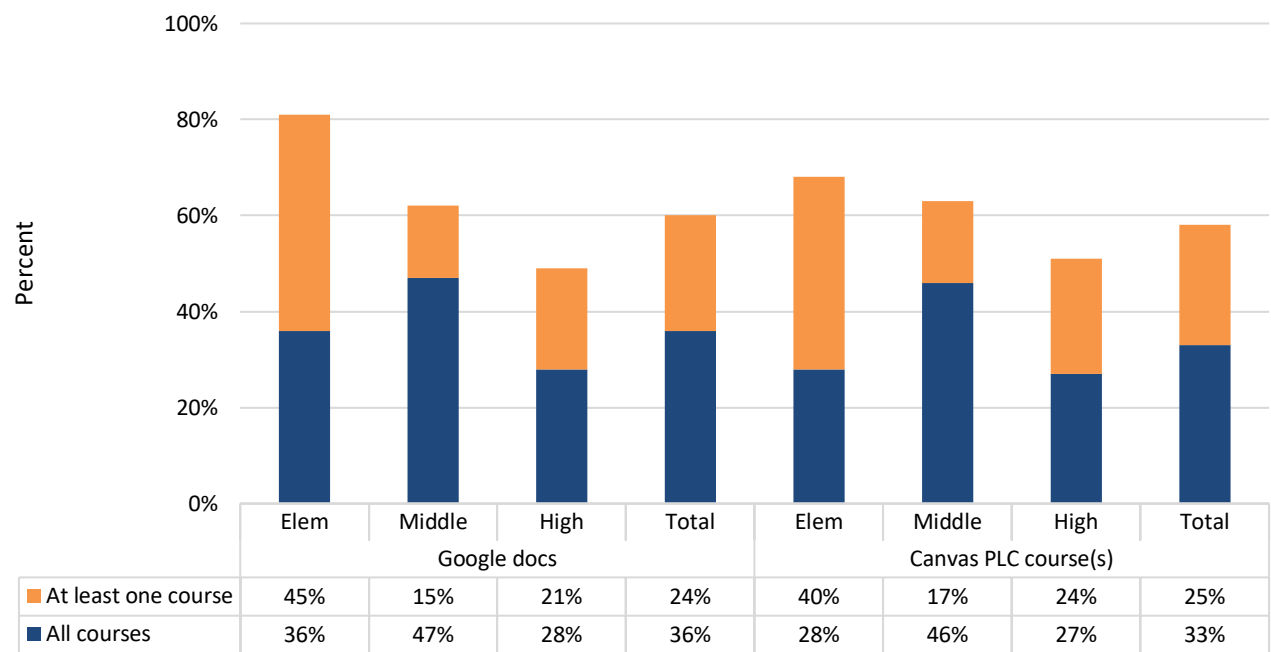
Recommendation #4: Develop a communication plan for disseminating resolutions to secondary classroom teachers for commonly experienced issues with the grade passback process between Canvas and Synergy to ensure the process is efficient and accurate for teachers. (*Responsible Group: Department of Teaching and Learning*)

Rationale: The fourth recommendation is to develop a communication plan for disseminating resolutions to secondary classroom teachers for commonly experienced issues with the grade passback process between Canvas and Synergy to ensure the process is efficient and accurate for teachers. Overall, 39 percent of secondary teachers and 56 percent of secondary ITSs agreed that passing grades from Canvas to Synergy is efficient and accurate. In response to open-ended questions about assessing student learning in Canvas, several secondary teachers commented on issues related to syncing grades from Canvas to Synergy. These comments focused on grades not updating correctly, the process being cumbersome and lengthy, and difficulty with or the inefficiency of manually updating grades in Synergy. In addition, in response to an open-ended survey item about data management and integration between Canvas and other systems, several ITSs commented on the challenges experienced with grades syncing from Canvas to Synergy, such as teachers having limited capabilities (i.e., when grades are locked) and difficulty with resyncing grades if changes are made in Canvas. According to the instructional technology team, although some issues were experienced during the 2022-2023 school year with difficulty making changes to grades after syncing (within Canvas and/or Synergy) and manually updating grades in Synergy, detailed instructions were created for teachers about the process and steps to take.

Appendices

Appendix A

Percentage of Teachers Who Indicated Use of Division-Created Instruction Content by Location Accessed



Appendix B

Example of Elementary School View (C4E)

Modules

Collapse All

▼ Week of 9/9/21

Tell About Yourself

Practice assignment

Example of Secondary View

Home

Assignments

Discussions

Grades

Pages

Syllabus

Modules

Collaborations

Google Drive

WeVideo

Mastery Tracker

Office 365

Badges

IXL Learning

Canva For Education

Collapse All

▼ Practice Module

Discussion Test

Practice Assignment

Aug 15, 2022 | 4 pts

Weekly Opener 1

Aug 15, 2022 | 25 pts

Endnotes

- ¹ <https://www.instructure.com/resources/blog/virtual-virginia-expands-instructure-relationship>.
- ² S. Shewbridge. Canvas School Board Workshop Presentation. November 9, 2022.
- ³ S. Shewbridge. Canvas School Board Workshop Presentation. November 9, 2022.
- ⁴ S. Shewbridge, L. Kelley, M. Callahan, J. Clements, C. Hinsch, and S. Teri, personal communication, March 10, 2023.
- ⁵ L. Kelley, personal communication, August 18, 2023.
- ⁶ <https://resources.finalseite.net/images/v1675437195/vbschoolscom/met4r7uzxbnoudj9jhn4/StrategyMap.pdf>.
- ⁷ S. Shewbridge, L. Kelley, M. Callahan, J. Clements, C. Hinsch, and S. Teri, personal communication, March 10, 2023.
- ⁸ S. Shewbridge, L. Kelley, M. Callahan, J. Clements, C. Hinsch, and S. Teri, personal communication, March 10, 2023.
- ⁹ Curriculum Access Feedback and Canvas Learning Management System. Principals' Packet Memo. February 17, 2022.
- ¹⁰ S. Shewbridge, L. Kelley, M. Callahan, J. Clements, C. Hinsch, and S. Teri, personal communication, March 10, 2023.
- ¹¹ S. Shewbridge. Canvas School Board Workshop Presentation. November 9, 2022.
- ¹² L. Kelley, personal communication, August 18, 2023.
- ¹³ https://certicasolutions.com/wp-content/uploads/2018/07/Navigate_ProductSheet_11.2020-v2.pdf.
- ¹⁴ S. Shewbridge, M. Callahan, J. Clements, C. Hinsch, and S. Teri, personal communication, August 14, 2023.
- ¹⁵ T. LaGatta, personal communication, August 10, 2023.
- ¹⁶ T. LaGatta, personal communication, August 10, 2023.
- ¹⁷ S. Shewbridge, M. Callahan, J. Clements, C. Hinsch, and S. Teri, personal communication, August 14, 2023.
- ¹⁸ <https://sites.google.com/vbschools.com/instructionaltechnology/canvas>.
- ¹⁹ ITS and LMS Professional Learning Series for SY 22-23. Principals' Packet Memo, May 19, 2022.
- ²⁰ L. Kelley, personal communication, August 10, 2023.
- ²¹ Principals' Packet Memo. Mastery Connect Resources. Sept 29, 2022.
- ²² Principals' Packet Memo. Mastery Connect Training – Fall 2022. Oct 6, 2022.
- ²³ Principals' Packet Memo. Mastery Connect Training – Fall 2022. Dec 15, 2022.
- ²⁴ S. Shewbridge, M. Callahan, J. Clements, C. Hinsch, and S. Teri, personal communication, August 14, 2023.
- ²⁵ VBCPS Canvas Best Practices – Secondary and Elementary.

Donald E. Robertson Jr., Ph.D., Acting Superintendent
Virginia Beach City Public Schools
2512 George Mason Drive, Virginia Beach, VA 23456-0038

Produced by the Office of Planning, Innovation, and Accountability
For further information, please call (757) 263-1199

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October 2023

Version July 18, 2023



VIRGINIA BEACH CITY PUBLIC SCHOOLS CHARTING THE COURSE

PLANNING, INNOVATION, AND ACCOUNTABILITY Office of Research and Evaluation

Canvas: Year-One Implementation Evaluation

The table below indicates the proposed recommendations resulting from the **Canvas: Year-One Implementation Evaluation**. It is requested that the School Board review and approve the administration's recommendations as proposed.

School Board Meeting Date	Evaluation	Recommendations From the Fall 2023 Program Evaluation	Administration's Recommendations
<u>Information</u> October 24, 2023 <u>Consent</u> November 14, 2023	Canvas: Year-One Implementation Evaluation	<ol style="list-style-type: none">1. Recommendation #1: Continue Canvas with modifications noted in recommendations 2 through 4. (<i>Responsible Group: Department of Teaching and Learning</i>)2. Recommendation #2: Explore further the reasons for lower satisfaction rates with Canvas among teachers, especially at the elementary school level, to identify potential solutions. (<i>Responsible Groups: Department of Teaching and Learning; Office of Planning, Innovation, and Accountability</i>)3. Recommendation #3: Ensure professional learning opportunities and support on utilizing Mastery Connect are provided for classroom teachers to have the necessary knowledge to use Mastery Connect in their classrooms. (<i>Responsible Groups: Department of Teaching and Learning; Office of Planning, Innovation, and Accountability</i>)4. Recommendation #4: Develop a communication plan for disseminating resolutions to secondary classroom teachers for commonly experienced issues with the grade passback process between Canvas and Synergy to ensure the process is efficient and accurate for teachers. (<i>Responsible Group: Department of Teaching and Learning</i>)	The administration concurs with the recommendations from the program evaluation.



Canvas: Year-One Implementation Evaluation

Planning, Innovation, and Accountability

Office of Research and Evaluation

School Board Meeting

October 24, 2023

Background

- VDOE adopted Canvas* as the Learning Management System (LMS) in 2020-2021
- VDOE offered to provide Canvas for free for all school divisions for 5 years
 - VBCPS began a pilot with 7 schools in 2021-2022
 - All schools expected to use Canvas in 2022-2023 for grades 3-12
- Mastery Connect* was purchased in 2022-2023 as the platform to administer division assessments
- Purposes of an LMS:
 - Provide an application for interacting with and accessing educational content
 - Deliver course content to students
 - Assess students' learning

*Both Instructure applications

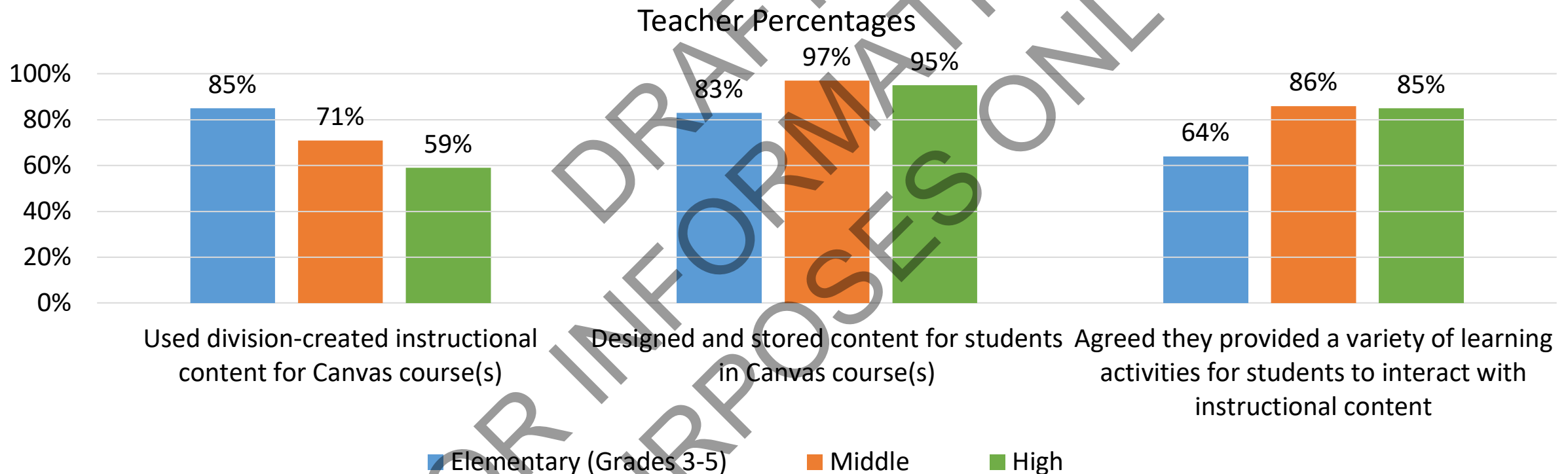
Evaluation Process and Method

- Implementation Evaluation
 - Instructional and assessment components, data management and integration, professional learning, parent access, initial progress toward outcome goals, satisfaction, and cost
- Data Collection
 - Staff, student, and parent surveys in April
 - Initial question regarding use of Canvas
 - Teacher and student Canvas usage data
 - Cost

Survey Respondent	Response Rates	Number of Respondents
Teacher (Grades 3-12)	49%	2,110
Administrator	59%	159
Instructional Technology Specialist	61%	56
Student (Grades 4-12)	73%	32,718
Parent	8%	7,152

Goal #1: Design and Deliver High-Quality Instructional Materials to Students

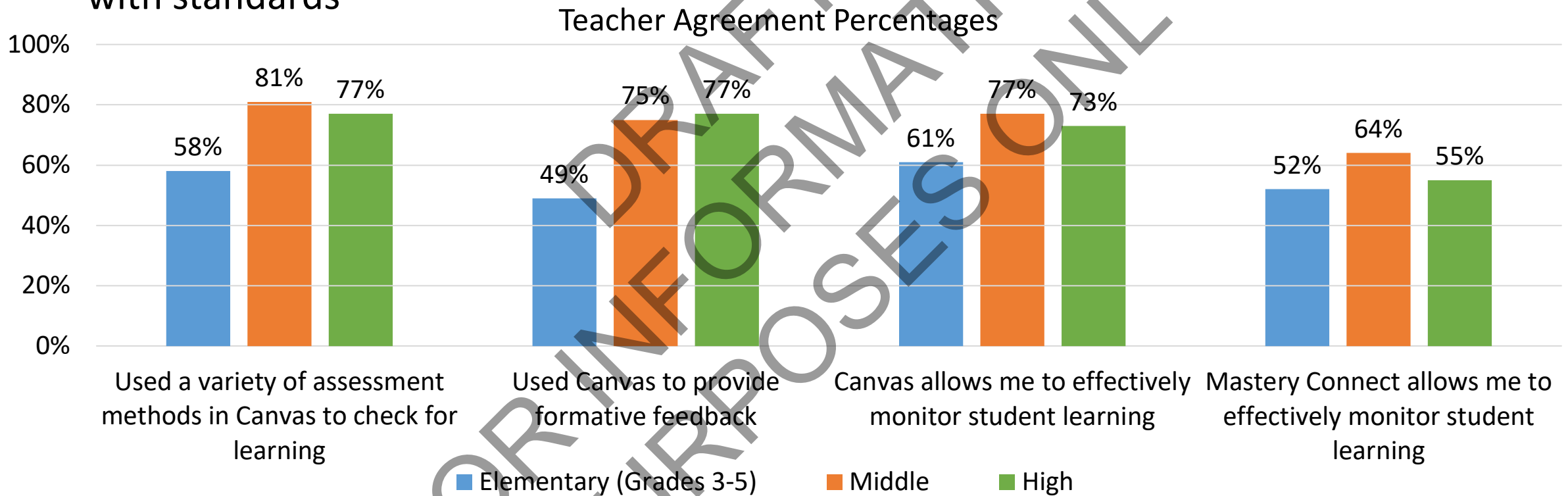
- Department of Teaching and Learning provided staff with curriculum resources



- Students:** At least 85% agreed that they can easily find things they need for their classes in Canvas.

Goal #2: Variety of Methods to Assess Student Learning

- Canvas: Assess learning through discussion boards, assignments, Canvas Quizzes
- Mastery Connect (Integrated within Canvas): Division assessments, aligns assessments with standards



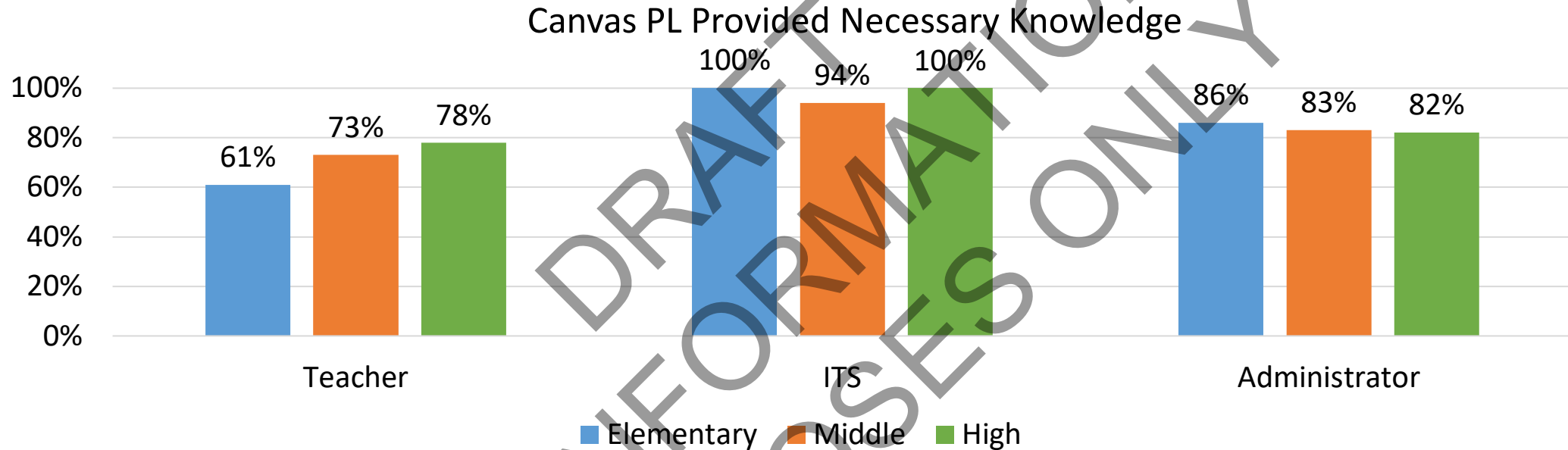
- **Students:** At least 82% agreed they can show what they know in a variety of ways in Canvas.

Goal #3: Integration With Other Platforms

- ITS agreement was higher for items about the process of transitioning data between systems being accurate than for items about the process being efficient.
 - Data from Synergy to Canvas: Accurate (91%-100%); Efficient (69%-92%)
 - Data to/from Canvas and Mastery Connect: Accurate (70%-81%); Efficient (50%-59%)
- From 38%-39% of secondary teachers and 55%-56% of secondary ITSs agreed that passing grades from Canvas to Synergy is efficient and accurate.
 - Comments focused on:
 - Cumbersome and lengthy process
 - Grades not updating correctly
 - Difficulty with or inefficiency of resyncing or manually updating grades

Goal #4: Effective Canvas Professional Learning and Support⁷

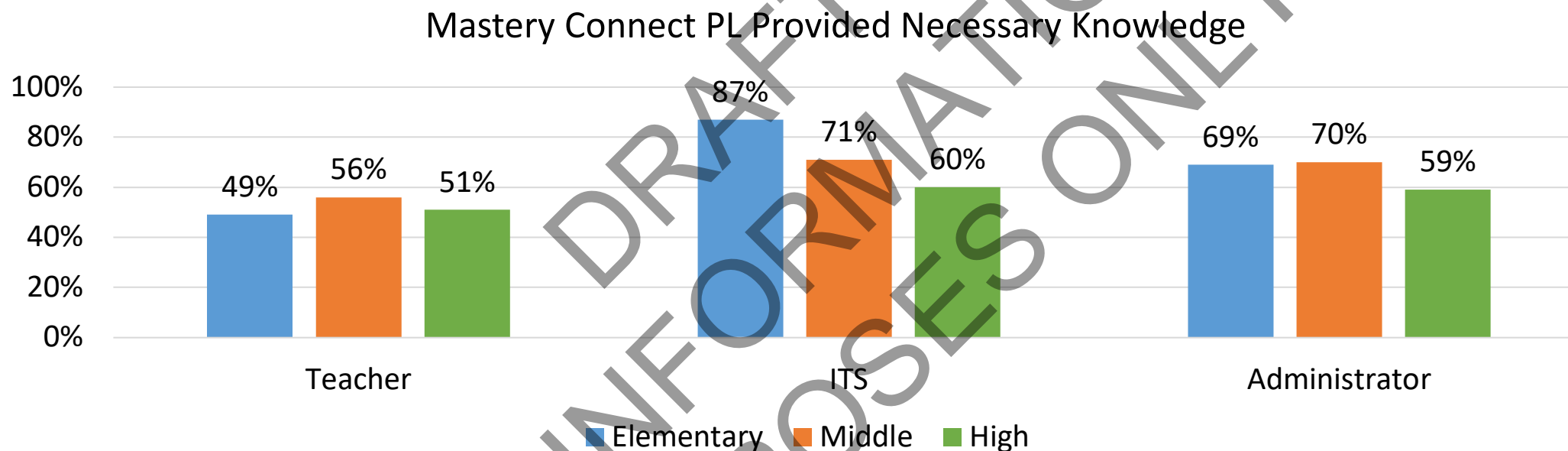
- At least 88% of each staff group at all levels indicated they participated in Canvas PL



- 75%-90% of teachers at all levels and at least 90% of ITSs and administrators agreed related to Canvas support:
 - Help was available when needed
 - Helpful resources were provided
 - Issues were resolved in timely manner

Goal #4: Effective Mastery Connect Professional Learning and Support

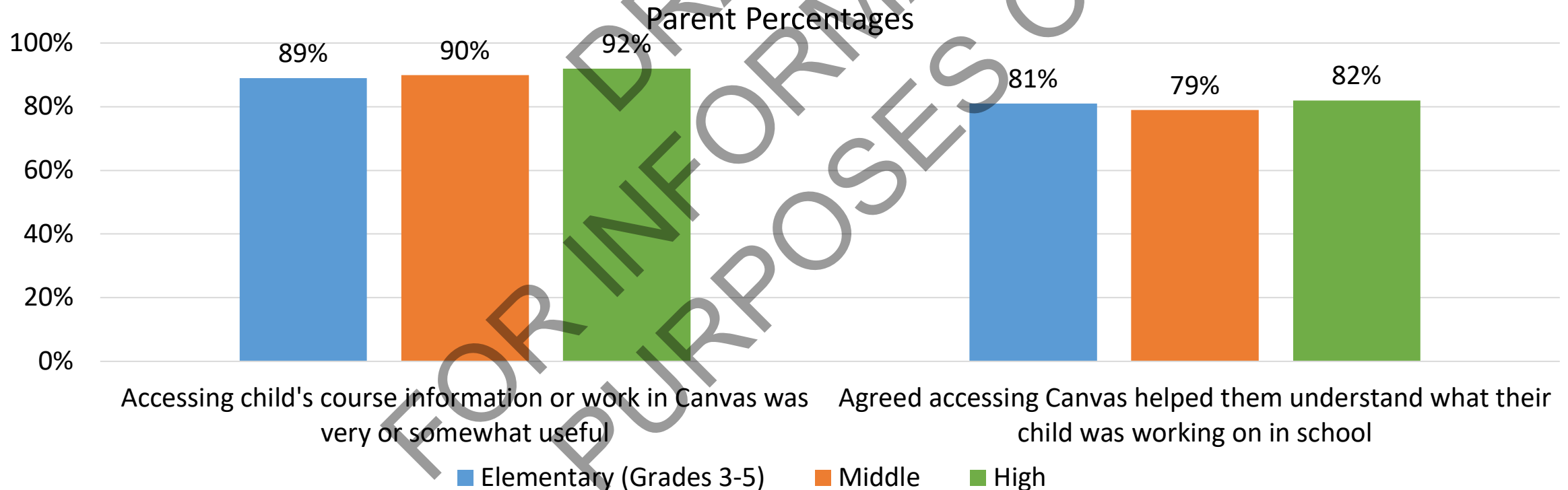
- At least 68% of each staff group at all levels indicated they participated in Mastery Connect PL



- 60%-72% of teachers, 75%-100% of ITSs, and 68%-90% of administrators agreed related to Mastery Connect support:
 - Help was available when needed
 - Helpful resources were provided
 - Issues were resolved in timely manner

Parent Access and Communication

- Parents able to access their children's course information in Canvas through ParentVue
- 64% of grade 3-5 parents and 76%-79% of secondary parents aware they could access Canvas
 - Of those aware, 54% of grade 3-5 parents and 64%-67% of secondary parents accessed



Initial Progress Toward Outcome Goals

Goal #1: Promote Communication and Collaboration

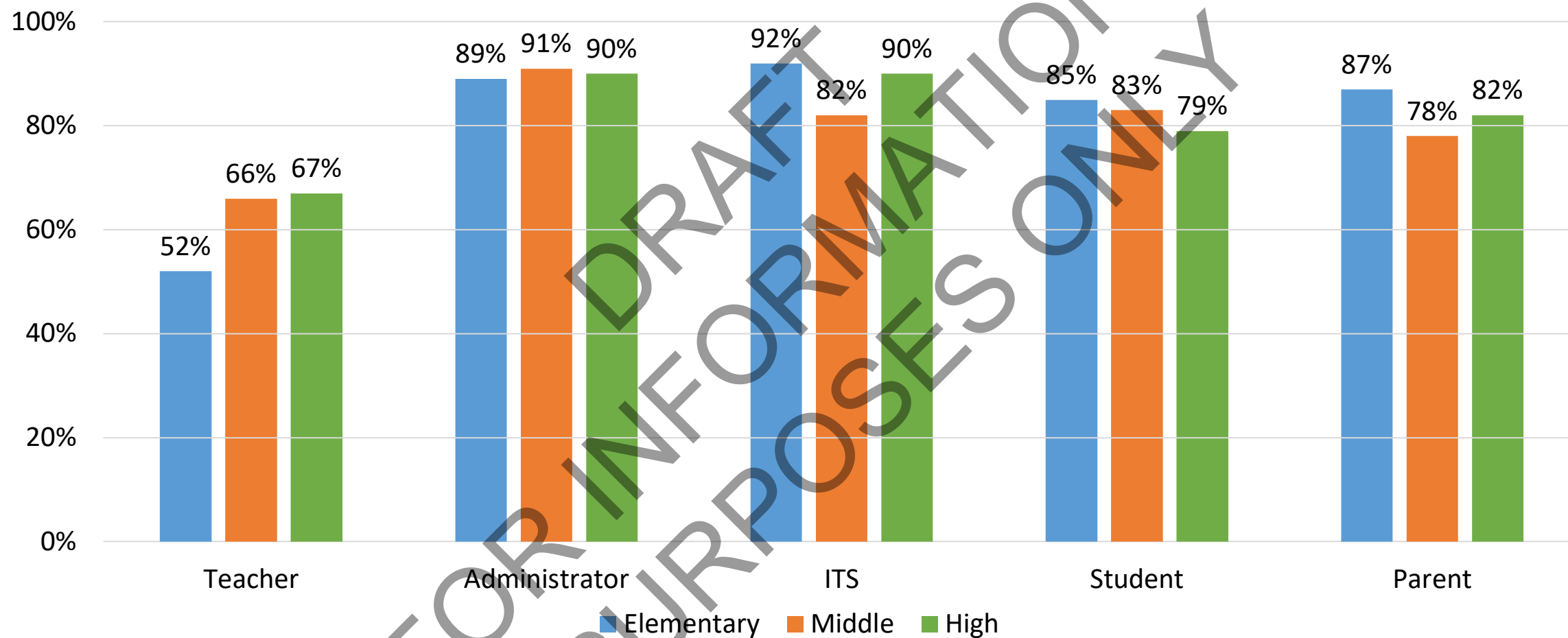
- Secondary teachers had higher agreement percentages than elementary school teachers that Canvas helped to facilitate:
 - Communication with students (38%-72%)
 - Collaboration with other teachers (41%-57%)

Goal #2: Support Student-Centered Practices

- Elementary school and middle school students had higher agreement percentages than high school students that using Canvas:
 - Allowed them to make choices about their learning (73%-78%)
 - Helped them monitor their learning progress (75%-81%)
 - Helped encourage them to think creatively (66%-71%)
- Secondary teachers had higher agreement than elementary school teachers that Canvas helped provide student-centered practices (61%-74%)

Overall Satisfaction With Canvas

11



Canvas Implementation Cost and Savings

- VDOE offered to provide Canvas for free for all school divisions for 5 years

Category	Cost
Canvas subscription	\$0
Mastery Connect subscription	\$337,212
Schoology teacher access (discontinued after 22-23)	\$44,520
Other related expenses (lockdown browser)	\$9,295
Total paid by VBCPS (Cost)	\$391,027
Expenses not incurred due to adopting Canvas (Savings)	\$600,114
Net Savings	\$209,087

Recommendations

- *Recommendation #1:* Continue Canvas with modifications noted in recommendations 2 through 4.
- *Recommendation #2:* Explore further the reasons for lower satisfaction rates with Canvas among teachers, especially at the elementary school level, to identify potential solutions.

Recommendations

- *Recommendation #3:* Ensure professional learning opportunities and support on utilizing Mastery Connect are provided for classroom teachers to have the necessary knowledge to use Mastery Connect in their classrooms.
- *Recommendation #4:* Develop a communication plan for disseminating resolutions to secondary classroom teachers for commonly experienced issues with the grade pass back process between Canvas and Synergy to ensure the process is efficient and accurate for teachers.

Administration's Response

Concurs with the recommendations from the program evaluation.

Recommendation #1:

Continue to implement Canvas as the learning management system.

Recommendation #2:

Partner with Planning, Innovation, and Accountability to monitor elementary teacher satisfaction rate through survey data and informal conversations with teachers via Instructional Technology Specialists.

Recommendation #3

16

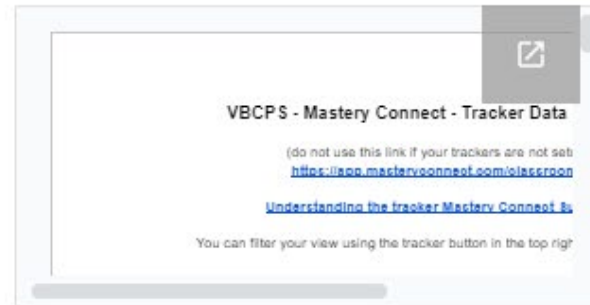
VBCPS
Instructio...
Technology

Home

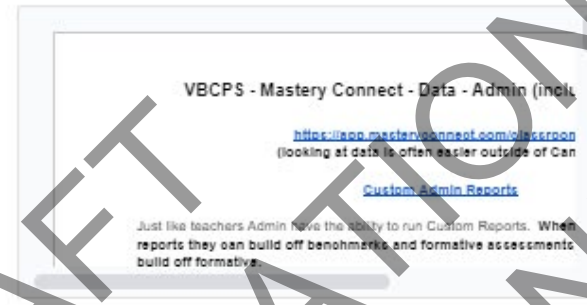
Artificial Intelligence

Canvas

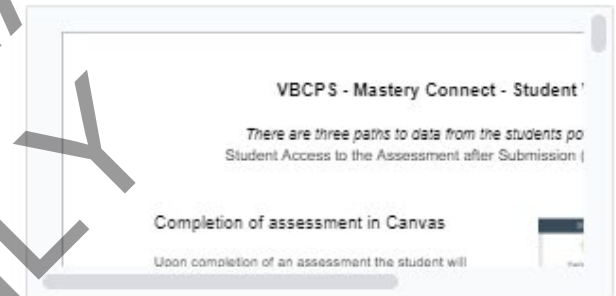
Mastery Connect



Tracker Data - Teacher



Data - Admin



Student View of Data



Recommendation #4

VBCPS

Instructio...

Technology

Home

Artificial Intelligence

Canvas



Best Practices
Elementary



Best Practices
Secondary

Grade Pass Back
Overview



Canvas Quick Guide



Canvas Glossary

Recommendation #4



Updated 7/8/2022

Canvas to Synergy Grade Pass Back (GPB) Overview

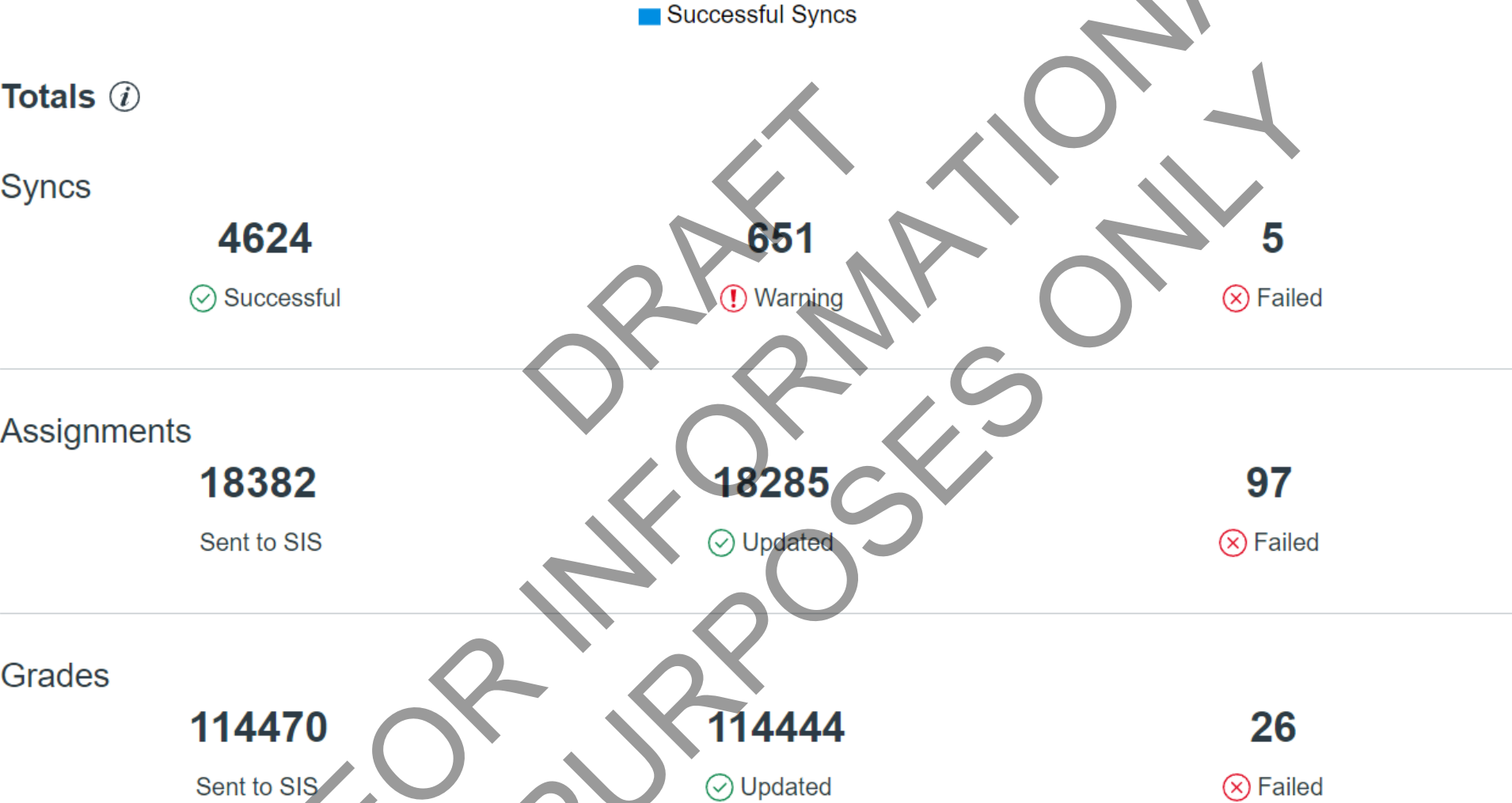
Teachers can sync grades from their Canvas course gradebook to their Synergy gradebook. This document provides actionable steps teachers must take in order to properly sync grades.

*The following grade items can be synced to Synergy via Grade Pass back (GPB):
Gradebook Scores, Graded Assignments, Graded Discussions, and Graded Quizzes.*

Prior to syncing grades from Canvas to Synergy:

- ☐ **SIS-Created Course:** Ensure your course is not manually created. Only classes scheduled in Synergy SIS using a TeacherVUE grade book can have grades synced from Canvas. If you are unsure about your course configuration, please contact your school ITS or Customer Support Center.
- ☐ **Name Assignment Groups:** Ensure you have properly [named assignment groups](#). Canvas assignment group names must match the categories in Synergy. For example, if your Synergy gradebook has categories named Homework, Tests, and Participation, the Canvas assignment groups in your course(s) must have the same names.

Recommendation #4





Canvas: Year-One Implementation Evaluation

Planning, Innovation, and Accountability

Office of Research and Evaluation

School Board Meeting

October 24, 2023



Subject: Resolution Regarding Additional Funding for FY 2023/24 **Item Number:** 12E

Section: Information **Date:** October 24, 2023

Senior Staff: Crystal M. Pate, Chief Financial Officer

Prepared by: Crystal M. Pate, Chief Financial Officer

Presenter(s): Crystal M. Pate, Chief Financial Officer

Recommendation:

The administration recommends approval of the Resolution Regarding Additional Funding for FY 2023/24.

Background Summary:

The FY 2023/24 budget was adopted by the City Council on May 9, 2023. Governor Youngkin convened a special session of the 2023 General Assembly on September 6, 2023, and the General Assembly adopted a budget that amends FY 2024 Direct Aid distributions to school divisions. Governor Youngkin signed the Virginia State Budget on September 14, 2023. Additional appropriations to the FY 2023/24 budget are being requested for the School Operating fund (\$3,408,066) and the Categorical Grants fund (\$20,037,157).

Source:

Virginia Code Sections 22.1-115 and 22.1-89, Board Policy 3-10, and Board Regulations 3-10.1.

Budget Impact:

The School Operating fund will increase \$3,408,067 and the Categorical Grants fund will increase \$20,037,157.

Resolution Regarding Additional Funding for FY 2023/24

WHEREAS, the FY 2023/24 budget was adopted by the City Council on May 9, 2023; and

WHEREAS, the City of Virginia Beach's adopted Budget Ordinance appropriated funds to the School Board of the City of Virginia Beach; and

WHEREAS, the Virginia General Assembly was unable to agree on budget amendments during the legislative session; and

WHEREAS, Governor Youngkin convened a special session of the 2023 General Assembly on September 6, 2023; and

WHEREAS, the 2023 Special Session I General Assembly adopted a budget that amends FY 2024 Direct Aid distributions to school divisions; and

WHEREAS, these amendments include, among other items, a 2% compensation supplement to school divisions for Standards of Quality (SOQ) instructional and support positions effective January 1, 2024, an increase in funded SOQ support positions, and one-time flexible grant funding to support the ALL In VA state plan; and

WHEREAS, Governor Youngkin signed the Virginia State Budget on September 14, 2023; and

WHEREAS, state funds for the School Operating fund will increase \$3,408,066, and state funds for the Categorical Grants fund will increase \$20,037,157; and

WHEREAS, the School Board of the City of Virginia Beach requests an additional appropriation of \$3,408,066 into the School Operating fund and \$20,037,157 into the Categorical Grants fund; and

WHEREAS, appropriations of funds must be approved by the City Council prior to the expenditure of funds by the School Board of the City of Virginia Beach; and

NOW, THEREFORE, BE IT

RESOLVED: the School Board of the City of Virginia Beach requests an additional appropriation of 3,408,066 into the School Operating fund; and be it

FURTHER RESOLVED: these funds will be used to provide an additional two percent compensation increase to all full-time equivalent employees effective January 1, 2024; and be it

FURTHER RESOLVED: the School Board of the City of Virginia Beach requests an additional appropriation of \$20,037,157 into the Categorical Grants fund; and be it

FURTHER RESOLVED: these funds will be used to follow the Governor's recommended focus on an "ALL In" approach that focuses 70% on Grade 3-8 high-intensity tutoring, 20% on the Virginia Literacy Act, and 10% on chronic absenteeism; and

FURTHER RESOLVED: that the School Board of the City of Virginia Beach approves and affirms the necessary appropriation and recommended uses of these funds; and be it

FINALLY RESOLVED: That a copy of this resolution be spread across the official minutes of this Board, and the Clerk of the Board is directed to deliver a copy of this resolution to the Mayor, each member of the City Council, the City Manager, and the City Clerk.

Adopted by the School Board of the City of Virginia Beach this 24th day of October 2023.

S E A L

Trenace B. Riggs, School Board Chair

Attest:

Regina M. Toneatto, Clerk of the Board

Resolution Regarding Additional Funding for FY 2023/24

Crystal Pate, Chief Financial Officer
October 24, 2023

Timeline



The FY 2023/24 budget was adopted by the City Council on May 9, 2023



Governor Youngkin convened a special session of the 2023 General Assembly on September 6, 2023



The General Assembly adopted a budget that amends FY 2024 Direct Aid distributions to school divisions



Governor Youngkin signed the Virginia State Budget on September 14, 2023

Revised FY 2023/24 State Distributions for the School Operating Fund

- The adopted amendment increases funded support positions to 24 positions per 1,000 students in ADM to funded SOQ instructional positions.
- This budget allocation provides state funding for a 2.0 percent compensation supplement effective January 1, 2024. It should be noted that VBCPS' adopted budget was built off estimates from the House Appropriations Committee, which provided the state share of an additional 2% increase effective July 1, 2023.
- This allocation provides additional lottery proceeds to support Direct Aid in fiscal year 2024. This action does not provide any additional state funding to school divisions. Instead, it switches the funding source for a portion of the At-Risk Add-on program funding from the general fund to Lottery.

Description	Current Budget	Revised Budget	Variance
Basic Aid	194,581,743	200,215,771	5,634,028
VRS Retirement	26,742,855	26,555,054	(187,801)
Social Security	11,455,858	11,380,738	(75,120)
Group Life	826,324	788,764	(37,560)
Compensation Supplement	32,345,532	30,198,042	(2,147,490)
At-Risk	10,222,748	10,444,757	222,009
TOTAL VARIANCE			3,408,066

Revised FY 2023/24 State Distributions for the Categorical Grants Fund

- \$20,037,157 in one-time state per pupil funding for the implementation of “ALL In”
- The Governor recommended that school divisions focus on an “ALL In” approach that focuses 70 percent on Grade 3-8 high-intensity tutoring, 20 percent on the Virginia Literacy Act (VLA), and 10 percent on chronic absenteeism.
- The required annual reporting will focus on division uses of the funds within these three priority areas.



ALL In Tutoring



Next Steps

- November 14: Present to the City Council
- November 14: City Council Public Hearing
- November 21: City Council Action





Subject: Resolution: National Military Family Appreciation Month **Item Number:** 14A1

Section: Consent **Date:** October 24, 2023

Senior Staff: Danielle E. Colucci, Chief Academic Officer

Prepared by: Natalie Meiggs, Coordinator, Office of Student Support Services

Presenter(s): Robert B. Jamison, Executive Director, Office of Student Support Services

Recommendation:

That the School Board adopt a resolution in observance of November as National Military Family Appreciation Month.

Background Summary:

For over 20 years, the President of the United States has issued a proclamation announcing November as Military Family Month. Given the large percentage of military-veteran connected students attending Virginia Beach City Public Schools, it is appropriate for the division to recognize and celebrate military families throughout our community.

Source:

None

Budget Impact:

None

RESOLUTION
National Military Family Appreciation Month
November 2023

WHEREAS, our country owes the daily freedoms to the members of the Armed Forces, their family members and loved ones who share in their service and sacrifice; and

WHEREAS, we celebrate the exceptional service, strength and character of the approximately 11,500 military-connected youth and families of Virginia Beach City Public Schools; and

WHEREAS, we acknowledge that military families face unique challenges due to deployment, reintegration, service in combat zones and frequent relocations based on duty assignments; and

WHEREAS, the School Board of the City of Virginia Beach reaffirms their commitment to providing the resources and programs to support military-connected youth academically, socially and emotionally; and

WHEREAS, the Virginia Beach City Public School Board's Compass to 2025 strategic plan calls for the continued creation of opportunities for military families and community members to purposely partner with schools in supporting student achievement, aspirations and social-emotional development; and

WHEREAS, November is recognized as National Military Family Appreciation Month;

NOW, THEREFORE, BE IT

RESOLVED: That the School Board of the City of Virginia Beach officially recognizes November as National Military Family Appreciation Month, and be it

FURTHER RESOLVED: That the School Board of the City of Virginia Beach encourages all school staff and community members to initiate, support and participate in appreciation activities designed to recognize the exceptional role and unique sacrifices our military-connected youth make in our nation's best interest; and be it

FURTHER RESOLVED: That a copy of this resolution be spread across the official minutes of this Board.

Adopted by the School Board of the City of Virginia Beach this 24th day of October, 2023

Trenace B. Riggs, School Board Chair

S E A L

Donald E. Robertson Jr., Acting Superintendent

Attest:

Regina M. Toneatto, Clerk of the Board



Subject: Resolution: National Native American Heritage Month **Item Number:** 14A2

Section: Consent **Date:** October 24, 2023

Senior Staff: Ty M. Harris, Director, Office for Diversity, Equity and Inclusion

Prepared by: Ty M. Harris, Director, Office for Diversity, Equity and Inclusion

Presenter(s): Ty M. Harris, Director, Office for Diversity, Equity and Inclusion

Recommendation:

That the School Board approve a resolution recognizing November as National Native American Heritage Month.

Background Summary:

Virginia began celebrating “American Indian Day” in 1987. In 1988, recognition was expanded by the General Assembly to one week, and in 1996, the General Assembly expanded recognition to “Native American Indian Month” and designated the Wednesday immediately preceding Thanksgiving as a Day of Appreciation for American Indians in the Commonwealth of Virginia.

In 1990 Congress passed and President George H. W. Bush signed into law a joint resolution designating the month of November as the first National American Indian Heritage Month (also known as Native American Indian Month). Similar proclamations, under variants on the name (including “Native American Heritage Month” and “National American Indian and Alaskan Native Heritage Month”), have been issued each year since 1994.

In October 2020, for the first time, Governor Ralph Northam proclaimed the second Monday in October to be observed as Indigenous Peoples’ Day in the Commonwealth of Virginia. This November, the Commonwealth of Virginia, the Pamunkey Indian Tribe, and the Mattaponi Indian Tribe will commemorate the 346th anniversary of the Treaty of Middle Plantation, which established the first reservations in the United States.

Source:

[Native American Heritage Month in Virginia](#)

Budget Impact:

N/A

Resolution
National Native American Heritage Month
November 2023

WHEREAS, as the first people to inhabit North America, American Indians and Alaskan Natives have profoundly shaped our country's character and cultural heritage; and

WHEREAS, Virginia began celebrating "American Indian Day" in 1987; and

WHEREAS, Virginia is home to seven federally-recognized tribal nations, including the Chickahominy Indian Tribe, Chickahominy Indian Tribe-Eastern Division, Monacan Indian Nation, Nansemond Indian Nation, Pamunkey Indian Tribe, Rappahannock Tribe, and Upper Mattaponi Indian Tribe, as well as four additional state-recognized tribes, including the Cheroenhaka (Nottoway) Indian Tribe, Mattaponi Indian Tribe, Nottoway Indian Tribe of Virginia, and Patowomeck Indian Tribe of Virginia; and

WHEREAS, Native American men and women contribute to all areas of life in Virginia and the City of Virginia Beach, including, but not limited to, government, business, arts and sciences, medicine, education, law enforcement, and the military; and

WHEREAS, through the study of Native Americans and their traditions and values inspired — and continue to inspire — the ideals of self-governance and determination that are the framework of our nation; and

WHEREAS, the School Board of the City of Virginia Beach, through its core values and educational equity policy are committed to the cross-cultural competence within our school division;

NOW, THEREFORE, BE IT

RESOLVED: That the School Board of the City of Virginia Beach officially recognizes the month of November 2023 as National Native American Heritage Month; and be it

FURTHER RESOLVED: That the School Board of the City of Virginia Beach encourages all citizens to support and celebrate American Indians in Virginia, whose abilities and contributions strengthen our city and schools' diverse culture; and be it

FURTHER RESOLVED: That a copy of this resolution be spread across the official minutes of this Board.

Adopted by the School Board of the City of Virginia Beach this 24th day of October 2023

Trenace B. Riggs, School Board Chair

SEAL

Donald E. Robertson Jr., Acting Superintendent

Attest:

Regina M. Toneatto, Clerk of the Board



Subject: American Education Week Resolution **Item Number:** 14A3

Section: Consent **Date:** October 24, 2023

Senior Staff: Cheryl R. Woodhouse, Chief Human Resources Officer

Prepared by: Tiffany L. Young, Human Resources Specialist

Presenter(s): Cheryl R. Woodhouse

Recommendation:

Virginia Beach City Public Schools recognizes the contributions of substitute teachers and education support professionals during the week of November 13-17.

Background Summary:

The National Education Association called for an educational week observed in all communities annually for the purpose of celebrating and recognizing substitute teachers, education support professionals, and various other employees who support public education.

Source:

National Education Association

Budget Impact:

N/A

RESOLUTION
American Education Week Resolution
Nov. 13-17, 2023

WHEREAS, American Education Week is a time to honor and celebrate the dedication, hard work, and unwavering commitment of all individuals who contribute to the success of our educational system, including substitute teachers, and education support professionals; and

WHEREAS, substitute teachers and education support professionals play a crucial role in ensuring the smooth operation of schools, providing essential services, and supporting the overall educational experience of students; and

WHEREAS, substitute teachers often step in at a moment's notice to ensure that the continuity of education is maintained when the classroom teachers are absent, fostering a stable and productive learning environment; and

WHEREAS, education support professionals, including paraprofessionals, food services, custodial and maintenance services, security services, transportation services, and various other roles, are instrumental in providing invaluable assistance to educators and contributing to the development and well-being of students; and

WHEREAS, the dedication and commitment of substitute teachers and education support professionals extend far beyond their job descriptions, as they often serve as mentors, role models, and advocates for the students they interact with; and

WHEREAS, during American Education Week, November 13-17, 2023, the School Board of the City of Virginia Beach recognizes the contributions of substitute teachers and education support professionals to our education system and the future of our nation; and

NOW, THEREFORE, BE IT RESOLVED: the School Board of the City of Virginia Beach recognizes the week of November 13-17, 2023, as American Education Week in the Virginia Beach City Public Schools, and be it

FURTHER RESOLVED: That the contributions of substitute teachers and education support professionals in Virginia Beach City Public Schools be recognized during instructional time in the presence of students on Education Professionals Day, November 15, 2023, and Substitute Educators Day on November 17, 2023, and be it

FURTHER RESOLVED: That a copy of this resolution be spread across the official minutes of this Board.

Adopted by the School Board of the City of Virginia Beach this 24th day of October 2023

S E A L

Trenace B. Riggs, School Board Chair

Donald E. Robertson Jr., Acting Superintendent

Attest:

Regina M. Toneatto, Clerk of the Board



Subject: Resolution: National School Psychology Week **Item Number:** 14A4

Section: Consent **Date:** October 24, 2023

Senior Staff: Danielle E. Colucci, Chief Academic Officer

Prepared by: Robert B. Jamison, Executive Director, Office of Student Support Services

Presenter(s): Robert B. Jamison, Executive Director, Office of Student Support Services

Recommendation:

That the School Board approve a resolution recognizing Nov. 6-10, 2023, as National School Psychology Week.

Background Summary:

National School Psychology Week, sponsored by the National Association of School Psychologist (NASP), is celebrated from Nov. 6-10, 2023, to focus public attention on the unique contribution of school psychologists within U.S. school systems and in Virginia Beach City Public Schools. National School Psychology Week highlights the important work school psychologists do to help all students thrive.

This special week provides recognition for school psychologists as a vital part of the educational process for all students as they meet the challenges of the 21st century. This year's theme is "Let's Grow Together," which recognizes every aspect of growth fundamental to effective learning environments and the school psychologist's role in supporting student well-being and learning.

Source:

National Association of School Psychologist (NASP)

Budget Impact:

N/A

RESOLUTION
National School Psychology Week
Nov. 6-10, 2023

WHEREAS, Virginia Beach City Public Schools psychologists support the development of academic and social-emotional skills for all students, thus allowing each student to reach their full potential; and

WHEREAS, school psychologists are valuable members of the multidisciplinary team serving schools, providing a wide range of services to students, parents and staff; and

WHEREAS, school psychologists are actively committed to helping students recognize their abilities, strengths, interests, and talents as these traits relate to their development and mental wellness; and

WHEREAS, school psychologists help parents focus on ways to further the educational, personal, and social-emotional growth of their children; and

WHEREAS, school psychologists work with teachers and other educators to help in meeting the individual needs of students; and

WHEREAS, school psychologists use their expertise in child development, mental health, community resources, and crisis intervention to develop and implement interventions to support educational success.

WHEREAS, with this shared approach to supporting student learning and social-emotional growth, psychologists are considered an integral part of the educational process that enables all students to achieve success and wellness in school and life;

NOW, THEREFORE, BE IT

RESOLVED: That the School Board of the City of Virginia Beach recognize the first full week of November 2023 as National School Psychology Week in Virginia Beach City Public Schools; and be it

FURTHER RESOLVED: That a copy of this resolution be spread across the official minutes of this Board.

Adopted by the School Board of the City of Virginia Beach this 24th day of October, 2023

Trenace B. Riggs, School Board Chair

S E A L

Donald E. Robertson Jr., Acting Superintendent

Attest:

Regina M. Toneatto, Clerk of the Board



Subject: Religious Exemption **Item Number:** 14B

Section: Consent **Date:** October 24, 2023

Senior Staff: Matthew D. Delaney, Chief Schools Officer

Prepared by: Richard Sidone, Student Conduct/Services Acting Coordinator

Presenter(s): Leeane Turnbull, Director, Office of Student Leadership

Recommendation:

That the School Board approve Religious Exemption RE-23-10 and RE-23-11.

Background Summary:

Administration finds documentation meets the threshold requirements stipulated in Virginia Code.

Virginia Code §22.1-254.B.1 states the following:

“B. A school board shall excuse from attendance at school:

1. Any pupil who, together with his parents, by reason of bona fide religious training or belief is conscientiously opposed to attendance at school. For purposes of this subdivision, “bona fide religious training or belief” does not include essentially political, sociological or philosophical views or a merely personal moral code”

Virginia Code § 22.1-254.D.1 states the following:

“D. A school board may excuse from attendance at school:

1. On recommendation of the principal and the division superintendent and with the written consent of the parent or guardian, any pupil who the school board determines, in accordance with regulations of the Board of Education, cannot benefit from education at such school”

Source:

Virginia Code §22.1-254.B.1 and §22.1-254.D.1
School Board Policy 5-12, Legal Withdrawal

Budget Impact:

None



Subject: Recommendation of General Contract: Rosemont Forest ES HVAC Replacement **Item Number:** 14C

Section: Consent **Date:** October 24, 2023

Senior Staff: Jack Freeman, Chief Operations Officer, Department of School Division Services

Prepared by: Melisa A. Ingram, Executive Director, Facilities Services

Presenter(s): Melisa A. Ingram, Executive Director, Facilities Services

Recommendation:

That the School Board approve a motion authorizing the Superintendent to execute a contract with D.E. Kirby Inc. for the Rosemont Forest Elementary School HVAC replacement in the amount of \$9,283,000.

Background Summary:

Project Architect:	HBA Architecture & Interior Design
Contractor:	D. E. Kirby, Inc.
Contract Amount:	\$9,283,000
Construction Budget:	\$8,500,000
Number of Responsive Bidders:	2
Average Bid Amount:	\$11,345,500
High Bid:	\$13,305,000

Source:

School Board Policy 3-90

Budget Impact:

CIP 1-018 Renovations and Replacements – HVAC – Phase
III Local CIP Match for CSLFRF Funding



Subject: 2022-2023 Annual Field Trip Report **Item Number:** 14D

Section: Consent **Date:** October 24, 2023

Senior Staff: Jack Freeman, Chief Operations Officer, Department of School Division Services

Prepared by: James T. Lash, Executive Director of Transportation and Fleet Management Services

Presenter(s): James T. Lash, Executive Director of Transportation and Fleet Management Services

Recommendation:

That the School Board accept the 2022-2023 Field Trip Report.

Background Summary:

School Board Policy 6-56 requires the superintendent to submit an annual field trip report to the School Board.

Source:

School Board Policy 6-56.

Budget Impact:

Field trip expenses on school buses totaled \$412,884 in salaries and \$310,917.50 in operational costs.

VIRGINIA BEACH CITY PUBLIC SCHOOLS (VBCPS) 2022-2023 FIELD TRIP REPORT

School Board Policy 6-56 and Regulation 6-56.1 govern field trips for Virginia Beach students. School division administrative guidelines are in place and include procedures for the approval of all field trips. The division superintendent, or his designee, must approve all trips out-of-the area or requiring an overnight stay.

During the 2022-2023 school year, instructional field trip transportation costs were paid from each school's field trip allocation account. This allocation is computed at \$3.00 per student. Schools were responsible for the transportation costs when commercial carriers were used. Field trips were restricted to the South Hampton Roads area due to budget constraints.

For the purposes of collecting and reporting the data in this report, all school-sponsored trips have been categorized as field trips. This includes instructional, athletic, forensic, club, competitions, participation, etc. This method of data collection supports the state mandate and reporting requirement to separate the two major categories of transportation for students: transportation of students to and from school, and transportation of students for other school-related activities. This report does not include data on the use of VBCPS buses for special trips paid for by other city agencies.

FIELD TRIP SUMMARY: 2022-2023 (2021-2022 figures in parenthesis for comparison)

CATEGORY	Field Trips Transported by VBCPS Buses	Miles Traveled	Total Salaries Paid to Drivers
Instructional	1,812 (1,298)	40,006 (26,398)	\$130,317 (\$71,653)
Athletics/Clubs	2,389 (2,241)	41,974 (37,158)	\$131,380 (\$102,994)
Tattoo, Air Show, Va. Symphony, All- City	369 (0)	8,136 (0)	\$33,844 (\$0)
After School Tutoring/Swim Program	259 (121)	2,251 (980)	\$9,660 (\$2,217)
Community Based Instruction/Work Experience	3,728 (2,970)	40,136 (34,695)	\$107,684 (\$75,898)
TOTAL	8,188 (6,630)	124,367 (99,231)	\$412,884 (\$252,764)

- Figures have been rounded as appropriate. Data does not include scheduled activity runs.

NARRATIVE SUMMARY

ELEMENTARY SCHOOLS

- Approximately 10 percent of the elementary trips using VBCPS buses were for tutoring programs and after-school extracurricular activities. There are no regular activity runs for elementary schools.
- The most common destinations for elementary school instructional field trips in previous years are:

Chrysler Hall, Sandler Center, Wells Theater
Local Farms and Dairies
Virginia Aquarium & Marine Science Center
Norfolk Zoo
Portsmouth Children's Museum
Kellam High
Plaza Middle School Planetarium
Equi-Kids

MIDDLE SCHOOLS

- Approximately 50 percent of all middle school trips using VBCPS buses were for athletic activities.
- The most common destinations for middle school instructional field trips in previous years are:

Back Bay, Local Waterways
Harrison Opera House, Chrysler Hall
Wells Theater
Norfolk Botanical Gardens
Busch Gardens
ROPES Course
First Landing State Park
Plaza Middle School Planetarium

HIGH SCHOOLS

- Approximately 30 percent of all high school trips using VBCPS buses were for athletic activities.
- The most common destination for high school instructional field trips in previous years are:

Chrysler Hall
Local Colleges & Universities
Local Military Installations
Courts and Jail - Court Docent Programs
Back Bay and Local Waterways
First Landing State Park
Triple R Ranch

SPECIAL EDUCATION

- Special education field trips support student individualized education programs for community-based instruction and work transition experiences. The most common destinations are local businesses/firms.



Subject: Personnel Report **Item Number:** 15A

Section: Action **Date:** October 24, 2023

Senior Staff: Mrs. Cheryl R. Woodhouse, Chief Human Resources Officer

Prepared by: Cheryl R. Woodhouse

Presenter(s): Donald E. Robertson Jr., Ph.D., Acting Superintendent

Recommendation:

That the Superintendent recommends the approval of the appointments and the acceptance of the resignations, retirements and other employment actions as listed on the October 24, 2023, personnel report.

Background Summary:

List of appointments, resignations, and retirements for all personnel.

Source:

School Board Policy #4-11, Appointment

Budget Impact:

Appropriate funding and allocations

Personnel Report
Virginia Beach City Public Schools
October 24, 2023
2023-2024

Scale	Class	Location	Effective	Employee Name	Position/Reason	College	Previous Employer
Assigned to Unified Salary Scale	Appointments - Elementary School	Alanton	10/11/2023	Andrea S Holze	Cafeteria Assistant, 4.5 Hours	Not Applicable	Friendly's, PA
Assigned to Unified Salary Scale	Appointments - Elementary School	Birdneck	10/12/2023	Kristen Schiano	Physical Education Assistant, 500	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Fairfield	10/23/2023	Clarence V Idjan	Custodian I	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Holland	10/16/2023	Maria Lynn Whitaker	Cafeteria Assistant, 5.0 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Linkhorn Park	10/11/2023	Josephine M Roseite	Custodian I	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Luxford	10/11/2023	Daniel Barnum	Custodian I	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Lynnhaven	10/5/2023	Tanisha Pruitt	Security Assistant	Tidewater Community College, VA	VBPS
Assigned to Unified Salary Scale	Appointments - Elementary School	Newtown	10/11/2023	Alexander S Brown	Custodian I	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	North Landing	10/11/2023	Grace L Cochran	Custodian I	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Pembroke	10/16/2023	Gina O Cortez	Custodian I	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Point O'View	10/11/2023	Meredith A Hogan	Library/Media Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Point O'View	10/20/2023	Annalettes R Bell	Physical Education Assistant	Palm Beach Atlantic College, FL	Keystone Childcare, TN
Assigned to Unified Salary Scale	Appointments - Elementary School	Red Mill	10/11/2023	Laura S Conaty	Cafeteria Assistant, 4.0 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Red Mill	10/16/2023	Ryan C Washington	Cafeteria Assistant, 4.0 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Seacock	10/11/2023	Lakesha Brown-West	Kindergarten Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Elementary School	Woodstock	10/11/2023	Debra M Parker	Cafeteria Assistant, 5.0 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Independence	10/4/2023	Kathryn J Coward	Special Education Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Independence	10/11/2023	Carol G Coleman	Cafeteria Assistant, 5.0 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Landstown	10/11/2023	Kyndalin Hines	Special Education Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Lynnhaven	10/11/2023	Dominique Dillard	Security Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Plaza	10/11/2023	Kimberly Burgess	Clinic Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Plaza	10/11/2023	Brando C Ongwwo	Custodian I	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Plaza	10/11/2023	Marife A Ortega	Custodian I	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Middle School	Princess Anne	10/11/2023	Kristen K Brinkman	Clinic Assistant	Not Applicable	Horry County Schools, SC
Assigned to Unified Salary Scale	Appointments - Middle School	Virginia Beach	10/11/2023	Stephanie S Hughes	Special Education Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - High School	Green Run	10/11/2023	Robert R Dent	Custodian I	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - High School	Green Run	10/11/2023	Ginory L Japson	Cafeteria Assistant, 5.0 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - High School	Kellam	10/11/2023	Stephanie L Aborje	Custodian I	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - High School	Landstown	10/4/2023	Jennifer L Parker	Cafeteria Assistant, 6.0 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - High School	Princess Anne	10/11/2023	Lorenzo J Vaughn	Cafeteria Assistant, 4.0 Hours	Not Applicable	VBPS
Assigned to Unified Salary Scale	Appointments - High School	Renaissance Academy	10/2/2023	Kuyhana L Underwood-Davenport	Student Support Specialist	Old Dominion University, VA	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Department of Technology	9/27/2023	Kyle G Russo	Technology Support Technician	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Custodial and Distribution Services	10/16/2023	Tameka M Mitchell	Administrative Office Associate I	Bryant & Stratton Col Va Beach, VA	Mini Price Storage, VA
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Maintenance Services	10/9/2023	Jade A Davis	Refrigeration Craftsman I	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Maintenance Services	10/11/2023	Russell S Wilson	Plumbing Craftsman II	Not Applicable	Kinetsi Fire, VA
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	10/4/2023	Victoria Allen	Bus Driver, 6.5 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	10/4/2023	Shirley Beaucham	Bus Assistant, 6.5 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	10/4/2023	Joy A Brown	Bus Driver, 6.5 Hours	Not Applicable	VBPS
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	10/4/2023	Tonya R Dozier	Bus Assistant, 6.5 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	10/4/2023	William Maldonado	Bus Driver, 6.5 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	10/4/2023	Cynthia A Sweeney	Bus Assistant, 6.5 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	10/4/2023	Adam T Warriner	Bus Driver	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	10/4/2023	Trina Wilson	Bus Assistant, 7.5 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	10/9/2023	Courtney L Caccia	Fleet Technician I	Not Applicable	Pep Boys, VA
Assigned to Unified Salary Scale	Appointments - Miscellaneous	Office of Transportation and Fleet Management Services	10/11/2023	Michael E Savage	Bus Driver, 6.5 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Alanton	10/13/2023	Tracy E Bellamy	Kindergarten Assistant (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Bayside	10/13/2023	Tiffany E Sims	School Administrative Associate I (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Bettie F. Williams	9/18/2023	Diedre E Neumeister	Cafeteria Assistant, 4.0 Hours (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Brookwood	10/5/2023	Breanna D May	Kindergarten Assistant (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Kingston	10/13/2023	Jessua A Lapé	Cafeteria Assistant, 5.0 Hours (relocation)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Lynnhaven	9/29/2023	Nancylinette Sanyer	Kindergarten Assistant (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Ocean Lakes	10/12/2023	Christopher J Adkisson	Custodian I (job abandonment)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Parkway	10/11/2023	Lorraine Bryant	Kindergarten Assistant (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Point O'View	9/19/2023	Paula S Wylele	Physical Education Assistant (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Point O'View	10/20/2023	Nisserine Diki	Cafeteria Assistant, 6.0 Hours (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	Salem	10/6/2023	Vera J Sanford	Technology Support Technician (relocation)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Elementary School	White Oaks	10/31/2023	Monica E Daniels	Kindergarten Assistant (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Middle School	Great Neck	10/11/2023	Shayne Sanchez	Clinic Assistant (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Middle School	Independence	9/27/2023	Mallory J Sanders	Security Assistant (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Middle School	Kempville	9/28/2023	Khadija Hadri	Cafeteria Assistant, 5.5 Hours (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Middle School	Salem	10/13/2023	Brittany L Clair	Special Education Assistant (job abandonment)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - High School	Landstown	10/13/2023	LaTonya S Davis	Security Assistant (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Custodial and Distribution Services	10/4/2023	Jovan L Dailey	Distribution Driver (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Food Services	10/13/2023	Reesa Williams	Cafeteria Manager in Training (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Programs for Exceptional Children	10/6/2023	Elyne Dube	Special Education Assistant (relocation)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Student Support Services	11/9/2023	Emily A Zurek	Psychologist (relocation)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Transportation and Fleet Management Services	10/4/2023	Ashley A Kent	Bus Driver, 6.5 Hours (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Transportation and Fleet Management Services	10/5/2023	Michael Gunther	Bus Driver, 6.5 Hours (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Transportation and Fleet Management Services	10/6/2023	Samantha L Lewis	Bus Driver, 6.5 Hours (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Resignations - Miscellaneous	Office of Transportation and Fleet Management Services	10/10/2023	Heather Lebert	Bus Driver, 6.5 Hours (personal reasons)	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Middle School	Kempville	12/29/2023	Janet D Sullivan	School Improvement Specialist	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Middle School	Princess Anne	10/31/2023	Luanm Cieri	Cafeteria Assistant	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - High School	Landstown	10/27/2023	Cherry Abenojar	Cafeteria Assistant, 6.0 Hours	Not Applicable	Not Applicable
Assigned to Unified Salary Scale	Retirements - Miscellaneous	Office of Maintenance Services	12/31/2023	Timothy C Vann	Building Manager	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	Indian Lakes	10/4/2023	Adrienne C Moore	Third Grade Teacher	William Carey University, MS	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Elementary School	New Castle	10/6/2023	Susan G Hall	Music/Vocal Teacher, 200	University of Montevallo, AL	VBPS
Assigned to Instructional Salary Scale	Appointments - Elementary School	Windsor Woods	10/18/2023	Kristine McWilliams	Fourth Grade Teacher	Western Governors University, UT	DoDEA Europe East District, DE
Assigned to Instructional Salary Scale	Appointments - Elementary School	Woodstock	10/4/2023	Heather N Gundlach	Fourth Grade Teacher	Old Dominion University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - Middle School	Kempville	10/11/2023	Thomas Grose	Eighth Grade Teacher	Old Dominion University, VA	Not Applicable
Assigned to Instructional Salary Scale	Appointments - High School	Salem	8/24/2023	Brett T Baker	Naval Science Instructor	National Defense University, DC	US Navy
Assigned to Instructional Salary Scale	Resignations - Elementary School	Bayside	11/17/2023	Alyssa S Clark	Third Grade Teacher (relocation)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Birdneck	10/20/2023	Rebecca L Schwartz	Special Education Teacher (personal reasons)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Green Run	9/29/2023	Alexis P Pankey	Fifth Grade Teacher (personal reasons)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Elementary School	Hermitage	12/21/2023	Jessica L Kavanagh	Physical Education Teacher (personal reasons)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Middle School	Bayside	10/13/2023	Rachel M Zimmerman	Health & Physical Education Teacher (personal reasons)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - Middle School	Larkspur	10/16/2023	Elizabeth Heid	Health & Physical Education Teacher (personal reasons)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - High School	First Colonial	10/20/2023	Aurora M Barrut	French Teacher (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - High School	Landstown	10/17/2023	Oliver A Urquiza	Science Teacher (personal reasons)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Resignations - High School	Princess Anne	10/18/2023	Tricia Marcarian	Spanish Teacher (career enhancement opportunity)	Not Applicable	Not Applicable
Assigned to Instructional Salary Scale	Retirements - Miscellaneous	Office of Programs for Exceptional Children	12/31/2023	Tracie A Mauch	Special Education Teacher	Not Applicable	Not Applicable
Administrative	Appointments - Elementary School	White Oaks	12/31/2023	Danielle N Williams	Principal	Longwood University, VA	VBPS
Administrative	Appointments - High School	Landstown	TBD	Jennifer M Morris	Coordinator Technology Academy	Christopher Newport University, VA	VBPS
Administrative	Appointments - Miscellaneous	Department of Communications & Community Engagement	12/1/2023	Nicole L Livas	Chief Media and Communications Officer	George Mason University, VA	WVEC, VA



VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE

School Board Agenda Item

Budget Resolution Regarding FY 2022/23 Reversion and

Subject: Revenue Sharing Formula Reconciliation **Item Number:** 15B

Section: Action **Date:** October 24, 2023

Senior Staff: Crystal M. Pate, Chief Financial Officer

Prepared by: Crystal M. Pate, Chief Financial Officer

Presenter(s): Crystal M. Pate, Chief Financial Officer

Recommendation:

It is recommended that the School Board approve the Budget Resolution regarding the FY 2022/23 Reversion and Revenue Sharing Formula Reconciliation.

Background Summary:

On October 10, 2023, the Chief Financial Officer presented the net estimated funding available for re-appropriation as \$27,820,055 and provided specific detailed recommendations for the use of funds. Since that time, the Revenue Sharing Formula true up has been revised. The revised estimated funding available for re-appropriation is \$26,140,809 and the recommended use of funds has been updated.

Source:

Unaudited Financial Statements for FY 2022/23 and communication from city staff.

Budget Impact:

Once approved by the School Board and the City Council, \$26,140,809 will be re-appropriated to various funds; as indicated in the presentation draft resolution.

Budget Resolution Regarding FY 2022/23 Reversion and Revenue Sharing Formula Reconciliation

WHEREAS, on September 26, 2023, the School Board was presented with a summary of the unaudited financial statements for FY 2022/23 (year-ending June 30, 2023), showing the reversion amount to the city's General fund; and

WHEREAS, \$21,535,205 is the amount of School Operating reversion funds available (excluding debt service and revenues over/under budget); and

WHEREAS, \$3,962,133 is the amount remaining in debt service due to the timing of bond sales, increasing the School Operating reversion amount to \$25,497,338; and

WHEREAS, \$4,407,324 came in as additional revenue over the appropriated budget, increasing the School Operating reversion amount to \$29,904,662; and

WHEREAS, \$264,685 reverted from the Athletics fund and \$219,486 reverted from the Green Run Collegiate Charter School fund; and

WHEREAS, the total amount available for re-appropriation is \$30,388,833; and

WHEREAS, the city is currently indicating FY 2022/23 revenue under budget of \$4,248,024 based on the Revenue Sharing Formula; and

WHEREAS, the net funding available for re-appropriation is \$26,140,809; and

WHEREAS, the Administration recommends the following for the available funds in the amount of \$26,140,809:

- \$14,890,809 to be re-appropriated to the FY 2023/24 Capital Improvement Program
 - \$3,962,133 to be transferred in the form of pay-as-you-go funding with a corresponding reduction in authorized but unissued Public Facility Revenue Bonds
 - \$5,000,000 to be transferred in the form of pay-as-you-go funding for project 1-018 Renovations and Replacements – HVAC Phase III
 - \$2,928,676 to be transferred in the form of pay-as-you-go funding for project 1-020 Renovations and Replacements – Various Phase III
 - \$3,000,000 to be transferred in the form of pay-as-you-go funding for project 1-030 Payroll System Replacement
- \$11,000,000 to be re-appropriated to the School Reserve Special Revenue fund to be set aside for projects 1-015 Princess Anne High School Replacement (\$5,500,000) and 1-028 B.F. Williams/Bayside 6th (Grades 4-6) Replacement (\$5,500,000)
- \$250,000 to be re-appropriated to the Athletics fund

NOW, THEREFORE, BE IT

RESOLVED: That the School Board of the City of Virginia Beach approves the recommended uses of reversion funds as presented by the Administration; and be it

FURTHER RESOLVED: That the School Board requests that the City Council approve the re-appropriation of reversion funds shown above; and be it

FINALLY RESOLVED: That a copy of this resolution be spread across the official minutes of this Board, and the Clerk of the Board is directed to deliver a copy of this resolution to the Mayor, each member of the City Council, the City Manager, and the City Clerk.

Adopted by the School Board of the City of Virginia Beach this 24th day of October 2023.

S E A L

Trenace B. Riggs, School Board Chair

Attest:

Regina M. Toneatto, Clerk of the Board



Subject: Resolution Regarding Additional Funding for FY 2023/24 **Item Number:** 15C

Section: Action **Date:** October 24, 2023

Senior Staff: Crystal M. Pate, Chief Financial Officer

Prepared by: Crystal M. Pate, Chief Financial Officer

Presenter(s): Crystal M. Pate, Chief Financial Officer

Recommendation:

The administration recommends approval of the Resolution Regarding Additional Funding for FY 2023/24.

Background Summary:

The FY 2023/24 budget was adopted by the City Council on May 9, 2023. Governor Youngkin convened a special session of the 2023 General Assembly on September 6, 2023, and the General Assembly adopted a budget that amends FY 2024 Direct Aid distributions to school divisions. Governor Youngkin signed the Virginia State Budget on September 14, 2023. Additional appropriations to the FY 2023/24 budget are being requested for the School Operating fund (\$3,408,066) and the Categorical Grants fund (\$20,037,157).

Source:

Virginia Code Sections 22.1-115 and 22.1-89, Board Policy 3-10, and Board Regulations 3-10.1.

Budget Impact:

The School Operating fund will increase \$3,408,067 and the Categorical Grants fund will increase \$20,037,157.

Resolution Regarding Additional Funding for FY 2023/24

WHEREAS, the FY 2023/24 budget was adopted by the City Council on May 9, 2023; and

WHEREAS, the City of Virginia Beach's adopted Budget Ordinance appropriated funds to the School Board of the City of Virginia Beach; and

WHEREAS, the Virginia General Assembly was unable to agree on budget amendments during the legislative session; and

WHEREAS, Governor Youngkin convened a special session of the 2023 General Assembly on September 6, 2023; and

WHEREAS, the 2023 Special Session I General Assembly adopted a budget that amends FY 2024 Direct Aid distributions to school divisions; and

WHEREAS, these amendments include, among other items, a 2% compensation supplement to school divisions for Standards of Quality (SOQ) instructional and support positions effective January 1, 2024, an increase in funded SOQ support positions, and one-time flexible grant funding to support the ALL In VA state plan; and

WHEREAS, Governor Youngkin signed the Virginia State Budget on September 14, 2023; and

WHEREAS, state funds for the School Operating fund will increase \$3,408,066, and state funds for the Categorical Grants fund will increase \$20,037,157; and

WHEREAS, the School Board of the City of Virginia Beach requests an additional appropriation of \$3,408,066 into the School Operating fund and \$20,037,157 into the Categorical Grants fund; and

WHEREAS, appropriations of funds must be approved by the City Council prior to the expenditure of funds by the School Board of the City of Virginia Beach; and

NOW, THEREFORE, BE IT

RESOLVED: the School Board of the City of Virginia Beach requests an additional appropriation of 3,408,066 into the School Operating fund; and be it

FURTHER RESOLVED: these funds will be used to provide an additional two percent compensation increase to all full-time equivalent employees effective January 1, 2024; and be it

FURTHER RESOLVED: the School Board of the City of Virginia Beach requests an additional appropriation of \$20,037,157 into the Categorical Grants fund; and be it

FURTHER RESOLVED: these funds will be used to follow the Governor's recommended focus on an "ALL In" approach that focuses 70% on Grade 3-8 high-intensity tutoring, 20% on the Virginia Literacy Act, and 10% on chronic absenteeism; and

FURTHER RESOLVED: that the School Board of the City of Virginia Beach approves and affirms the necessary appropriation and recommended uses of these funds; and be it

FINALLY RESOLVED: That a copy of this resolution be spread across the official minutes of this Board, and the Clerk of the Board is directed to deliver a copy of this resolution to the Mayor, each member of the City Council, the City Manager, and the City Clerk.

Adopted by the School Board of the City of Virginia Beach this 24th day of October 2023.

S E A L

Trenace B. Riggs, School Board Chair

Attest:

Regina M. Toneatto, Clerk of the Board



Subject: Closed Session **Item Number:** 17

Section: Closed Session **Date:** October 24, 2023

Senior Staff: Donald E. Robertson, Ph.D., Acting Superintendent

Prepared by: Kamala H. Lannetti, School Board Attorney

Presenter(s): Kamala H. Lannetti, School Board Attorney

Recommendation:

That the School Board recess into Closed Session in accordance with the exceptions to open meetings law set forth in Code of Virginia §2.2-3711, Part A, Paragraph 1, 2, 7, and 8 as amended, to deliberate on the following matters:

1. Discussion, consideration, or interviews of prospective candidates for employment; assignment, appointment, promotion, performance, demotion, salaries, disciplining, or resignation of specific public officers, appointees, or employees of any public body; and evaluation of performance of departments or schools of public institutions of higher education where such evaluation will necessarily involve discussion of the performance of specific individuals.
2. Discussion or consideration of admission or disciplinary matters or any other matters that would involve the disclosure of information contained in a scholastic record concerning any student of any public institution of higher education in the Commonwealth or any state school system. However, any such student, legal counsel and, if the student is a minor, the student's parents or legal guardians shall be permitted to be present during the taking of testimony or presentation of evidence at a closed meeting, if such student, parents, or guardians so request in writing and such request is submitted to the presiding officer of the appropriate board.
7. Consultation with legal counsel and briefings by staff members or consultants pertaining to actual or probable litigation, where such consultation or briefing in open meeting would adversely affect the negotiating or litigating posture of the public body. For the purposes of this subdivision, "probable litigation" means litigation that has been specifically threatened or on which the public body or its legal counsel has a reasonable basis to believe will be commenced by or against a known party. Nothing in this subdivision shall be construed to permit the closure of a meeting merely because an attorney representing the public body is in attendance or is consulted on a matter.
8. Consultation with legal counsel employed or retained by a public body regarding specific legal matters requiring the provision of legal advice by such counsel. Nothing in this subdivision shall be construed to permit the closure of a meeting merely because an attorney representing the public body is in attendance or is consulted on a matter.

Namely to discuss:

- A. Hearing Officer's recommendation regarding student complaint against a School Board Member - vote
- B. Appointments of certain staff members
- C. Status of pending litigation or administrative cases.
- D. Consultation with legal counsel regarding probable litigation and pending litigation matters.

Background Summary:

N/A

Source:

Code of Virginia §2.2-3711, as amended

Budget Impact:

N/A

Decorum and Order-School Board Meetings 1-48

School Board of the City of Virginia Beach
Bylaw 1-48

SCHOOL BOARD BYLAWS

Decorum and Order-School Board Meetings

A. Purpose of decorum and order during meetings

The School Board determines that decorum and order are necessary during School Board Meetings. The purposes for maintaining decorum and order are:

1. to ensure that the affairs of the School Board and School Board Committees may be conducted in an open, safe and orderly manner during meetings;
2. that all persons signed up to address the School Board during public comment sections of meetings have the opportunity to do so in an orderly and respectful manner and without being interrupted;
3. that persons in attendance may observe and hear the proceedings of the School Board without distraction and interruption;
4. that students and other young audience members who attend or watch such meetings are not subject to inappropriate language or conduct;
5. that School Board Members and School Division employees or other agents can transact the business of the School Board and the School Division with minimal disruption.

B. Limitations on addressing the School Board

Persons addressing the School Board during public comment sections of the meeting shall:

1. Limit their comments to matters relevant to PreK-12 public education in Virginia Beach and the business of the School Board and the School Division.
2. Refrain from obscenity, vulgarity, profanity, and comments or actions with the intent to incite violence or other breach of peace.
3. Comply with the time limits and other rules for public comment set forth in the agenda or Bylaws.
4. During special meetings or public hearings, the School Board may set different rules or time limits for public comments.

C. Other expressive activities during meetings

1. Public comments during meetings limited to matters relevant to public education and the business of the School Board

At regular School Board Meetings, the School Board accepts public comment during designated sections of the Meeting Agenda. The public comment sections of School Board Meetings are limited public forums for the sole purpose of accepting comments from members of the public relevant to PreK-12 public education in Virginia Beach and the business of the School Board and the School Division. The

School Board does not accept other forms of public comment during Meetings or at those times immediately preceding or following a Meeting.

2. Expressive activities during meetings

To maintain decorum and order and conduct the business of the School Board and the School Division during meetings, expressive activities by members of the public in meetings will be limited or prohibited. On any day that a meeting is scheduled to take place, the School Board prohibits certain expressive activity, including but not limited to the following, expressive activities:

- Petitioning, demonstrating, picketing, pamphlet distribution, conducting polls, or solicitation in the Building where the Meeting is taking place
- Displaying or using signs, posters or other items brought into the meeting room that block the view of persons in or observing the meeting or create a safety concern. Possession of such items while in the meeting location will not be prohibited.
- Use of noise making devices
- Use of excessive cheering, booing, clapping, or similar activity that disrupts the meeting, as determined by the Chair or designee.
- Calling out or making comments when not called to address the School Board
- Intimidation, harassment or threats to persons in the meeting or who are entering or departing the meeting or the location of the meeting
- Instigating or attempting to instigate confrontations or other conduct for the purpose of disrupting the meeting
- Other conduct that violates decorum and order as determined by the Chair or designee

3. School Administration Building or other locations for meetings are not open public forums for public expression

The School Administration Building (or another building or location where a meeting is scheduled to take place) its grounds and reserved parking spaces are not open for expressive activities unless a facility use request or application has been approved by the Superintendent or designees. The Superintendent or designees are authorized to designate areas of the School Administration Building (or other building or location for a meeting), the grounds and parking lots that may be considered for facility use request or application. The Superintendent or designee are authorized to develop and implement regulations and/or procedures related to such facility use requests or applications.

D. Other methods of communicating with the School Board

The School Board encourages citizens and other interested parties to communicate with the School Board regarding matters related to public education. Due to the limited time scheduled to conduct business and the need to follow approved agenda items, School Board meetings may not be conducive for all forms of communication to the School Board. Persons seeking to communicate with the School Board may contact School Board Members through other methods of communication, including SchoolBoard@VBCPSBoard.com or email individual School Board Members in addition to those provided at School Board meetings.

This Bylaw does not preclude persons addressing the School Board from delivering the School Board or its Clerk written materials including reports, statements, exhibits, letters, or signed petitions prior to or after a Meeting. While public speakers are addressing the School Board, they may not approach the School Board to hand out

items but will instead be directed to leave items with the Clerk or designee for the School Board to consider after the Meeting.

This Bylaw does not preclude persons called to address the School Board during public comment sections from using a chart, graph or other item during their public comments so long as that item does not interfere with the School Board and other persons observing the Meeting from hearing or seeing the speaker and the item does not create a safety issue or otherwise violate the decorum and order rules. Furthermore, nothing herein shall be interpreted to prohibit members of the public from communicating with the School Board or the School Administration on matters relevant to PreK-12 public education in Virginia Beach and the business of the School Board and the School Division at times other than meetings.

- E.** The Chair with the assistance of the Superintendent or their designees shall preserve decorum and order in the room where the Meeting is taking place and shall decide all questions of decorum and order during the Meeting. School Board Members may vote to overrule the Chair's or designee's decision at the time that the Chair or designee makes the decision. The Chair or designee is authorized to work with the Superintendent, designees, law enforcement and authorized agents to maintain order and decorum prior to the start of, during and immediately after any Meeting.
- F.** The School Administration, law enforcement and authorized agents will have responsibility for maintaining decorum and order outside of the Meeting room and outside of a building where a meeting will be or is taking place.
- G.** No person attending a meeting of the School Board, in any capacity, shall use, or allow to sound, any device in a manner that disrupts the conduct of business within the room in which the School Board or a Committee thereof is meeting. Notice of this restriction shall be posted outside of School Board Meeting Room and on the agenda for any School Board meeting.
- H.** At the request of the Chair or Superintendent or their designees, a city police officer or other law enforcement officer shall act as sergeant-at-arms at all School Board meetings.